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ABSTRACT

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains 16 articles written on various aspects of volleyball, such as (1) volleyball visual aids, (2) a volleyball bibliography, (3) training for volleyball, (4) key visual cues in volleyball, (5) basic agility for beginners, and (6) solving problems in volleyball. It also includes official volleyball playing rules for girls and women, as well as suggested modifications for younger players, clarification of rule changes for 1975-77, rule interpretations, questions and answers, and an index to official rules. There is also a section which presents a statement of the philosophy of the affiliated Boards of Officials, standards for officials ratings, volleyball study questions, and techniques for officiating volleyball. (BD)

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Volleyball

AUGUST 1975 — AUGUST 1977

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NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a nonprofit, educational organization designed to serve the needs and interests of administrators, teachers, leaders, and participants in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

PURPOSE

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant.

BELIEFS

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

FUNCTIONS

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

SPORTS GUIDES AND OFFICIAL RULES COMMITTEE
INTEREST INDICATOR

The SGOR Committee is endeavoring to broaden its base of personnel and to strengthen its services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the SGOR Associate Chairman-elect, Ruth Gunden, Goshen College, Goshen, Indiana 46526.

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*You may serve on only one Sport Guide Committee at a time.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201 - 16th Street, N.W., Washington, D.C. 20036.

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1974 Results
AIAW National Volleyball Championships
Portland State University, Portland, Oregon

First Place
University of California – Los Angeles, California
Second Place
University of Hawaii – Honolulu, Hawaii
Third Place
University of California – Santa Barbara, California
Fourth Place
University of Houston – Houston, Texas

1974 Results
AIAW National Junior/Community College Championships
Kellogg Community College, Battle Creek, Michigan

First Place
Ricks College – Rexburg, Idaho
Second Place
Miami Dade Junior College-South – Miami, Florida
Third Place
City College of San Francisco – San Francisco, California
Fourth Place
Kellogg Community College – Battle Creek, Michigan

1973-74 AIAW NATIONAL VOLLEYBALL CHAMPIONS

California State University – Long Beach

Front row: Kathy "Baby" Kantu, Darlene Roberts, Jill Goldberg, Julie Armstrong, Roberta Stuart. *Back row:* Dorene Cowart, Susan Caldwell, Cardie "Magic" Hicks, Nanci Kosta, Linda Wills, Merri Machado, Janice Flora, Dixie Grimmett (head coach).

1973-74 AIAW NATIONAL JUNIOR/COMMUNITY COLLEGE CHAMPIONS

Eastern Arizona College

Front row: Helen Talavera (manager), Colleen Merril (co-captain), Janet Stover, Debbie Jurado (captain). *Middle row:* Mayble Bodine (coach), Janice Edington, Yvonne Johnson, Lydia Hoskins, Shawna Purdy. *Back row:* Amelia Owens, Darlene Smith, Priscilla Perez, Gail Cooper *(not shown).*

/

1974-75 AIAW NATIONAL VOLLEYBALL CHAMPIONS
UCLA

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1974-75 AIAW NATIONAL JUNIOR/COMMUNITY COLLEGE CHAMPIONS
Ricks College (Rexburg, Idaho)

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Basic Agility for Beginners

MALCOLM EARLY

Malcolm Early received his B.S. and M.Ed. degrees from Springfield College, Springfield, Massachusetts. At present he is completing the Ed. S. degree at Eastern Kentucky University, Richmond. Malcolm is coach of the New Brunswick Volleyball team and chairman of the Canadian National Team Committee.

The evolution of competitive volleyball has been marked by several changes. When the game became an international sport in 1949, Russia won the first world competition for men. During the early 50s the Russian men and women won all major competitions. Their reign was characterized by power and physical size as they consistently dominated their opponents. This power was partially nullified by the introduction of the forearm pass which took much of the sting away from the feared round-house serve. Through the years, the forearm pass also became a valuable tool in defending against the power spike.

Other European countries played the game with some modification and a spirit which, in most cases, reflected their national temperament. The Czechoslovakians, for example, added finesse to the attack by placing emphasis on accuracy and change of pace as opposed to sheer power. The excellent Bulgarian team of the late 50s showed great emotion and spirit.

Then came the 60s and with it a new emphasis in volleyball. The Japanese, with their characteristic attention to detail, decided that to win they would have to take the best of what everyone was doing and add something to it. With this conviction was born the now familiar diving, sliding saves which brought fame and success to the Japanese women and later to the men. The only factor preventing the Japanese women from consistently dominating their Soviet rivals was their inability to find physically larger players.

What then are the ingredients of championship volleyball?

1. Size, strength and ability to run a powerful and diversified attack
2. Ball handling skill which enables a team to run such an attack
3. Ability partially to nullify the opponents' attack by determined, doggedly consistent floor coverage

It is the inability of North America teams to accomplish the third item that has consistently caused them to fall short of superior performance in international championships. It is to the development of better floor coverage through the training of young players that this article directs itself.

Teaching a 19- or 20-year-old to dive and dig volleyballs is often very difficult and frustrating. The fact that they have a fear of injury and find diving on the floor distasteful will hamper their court coverage. There was a time when they would have tackled the floor with more enthusiasm; when falling and getting right up again was automatic. At the age (perhaps 9-12) when basic gymnastics is introduced, basic floor coverage should be included. Basic gymnastics *is* basic volleyball.

The following outline suggests the kind of activities that should be used with young volleyball teams. It is difficult to indicate how much practice time is advisable. If these types of activities are new, then the percentage of time, at least in the early stages, should be high. The activities have been divided into two categories: warm-up and volleyball-type training. The question of how many drills to use on a given day is left completely to the instructor's discretion.

I. Warm-up

  A. General

    1. Log roll
    2. Shoulder roll
    3. Forward roll
    4. Cartwheel
    5. Crossover running
    6. Skipping
    7. Backward running
    8. One-foot hopping
    9. Two-foot hopping
    10. Zigzag (side to side) hopping
    11. Walking on all fours
    12. Rabbit hop
    13. Seal walk (drag feet)
    14. Walking in squat position
    15. Stretching
    16. Squat thrusts
    17. Jump and turn 90° 180°, 270°, 360°
    18. Lateral line touching
    19. Walking, dragging fingers on floor
    20. Sprint and dive

  B. Games

    1. Relay – run and dive at line, up and run back to teammate, dive and touch teammate's toe

2. Relay – four dive and rolls to a line, return running, dragging fingers on floor
3. Relay – multiple line touching with hand
4. Relay – on all fours, push volleyball with head
5. Relay – dive under legs, leapfrog over next
6. Obstacle course, dominated by crawling under and jumping over activities
7. Dodge ball
8. Keep away
9. Tag, low crouch or hopping, on all fours
10. Mini-volleyball games 1 on 1, 2 on 2, 3 on 3, on small court to encourage large court coverage and many contacts per player

II. Volleyball Type Activities

The drills in this section follow a pattern from simple to complex. This does not mean each drill is necessarily more complex than the preceding one or that the drills must be done in order. It only suggests that semiprogression exists. The activities can be modified further to suit a given situation. Two suggested modifications are: use of mats at the initial stages of some drills, and where skill level is low, use of the catch, or catch and throw instead of the volley:

A. Simple Agility Ball Handling

1. Toss ball to self, let bounce squat under and overhead volley.
2. Same but after volley sit, then sit and roll back to shoulder roll.
3. Partner throws ball, from low position move to ball, let bounce, low squat, under ball, volley, sit, roll.
4. Progress to not letting the ball bounce
5. Use above drills but with forearm pass instead of overhead volley.
6. From knees fall forward to play easy toss after bounce, forearm pass, fall to hands and stand up quickly.
7. Same from very low crouch. Keep center of gravity very low, dive, out not up and down, play ball, save fall with hands and stand up quickly.
8. Same without letting ball bounce.
9. From low crouch, step laterally, play ball after bounce with one arm dig, fall to side, then back and roll to all fours and up quickly.
10. Same without letting ball bounce.

11. Partners lying on stomach facing, roll ball back and forth.
12. Partners sitting and facing (10 feet apart), pass ball back and forth.
13. Partners low squat (10 feet apart), pass ball back and forth.

B. Pressure Agility Ball Handling

The following drills all use two people and involve movement after a player has passed the ball. The time necessary to accomplish the task can be obtained in different ways – the partner can catch the ball and wait a second or two, or can allow the ball to bounce once or twice, or can play the ball to herself once or twice before passing it back to her partner. Speed of movement should nonetheless be stressed and the player should have to hurry in order to get the task accomplished.

1. After passing ball to partner:
   a. move laterally to a line and touch with fingers and return.
   b. touch two lines and return.
   c. dive to a line and return.
   d. dive to two lines and return.
   e. execute a push-up.
   f. execute a sit-up.
   g. execute a squat thrust.
   h. execute a jump and turn in the air.
   i. combine any of the above.

C. Complex Agility

The last drill involves rapid movement from one level to another and encourages the flow from one volleyball-type move to the next.

1. Coach passes ball laterally to player, causing player to dive to make play; coach then sets another ball high near net for same player to spike.
2. Coach tosses as above and follows with same player blocking at net.
3. Coach tosses to left then another ball to right for dive recovery.
4. Coach tosses close enough to allow regular overhead pass then follows with difficult lob forcing player to dive; coach then sets for spike at net.

5. Make combinations as easy or tough as is advisable according to team's ability. The toss should become harder and harder until it is more like a spike.

In all the foregoing drills the coach should stress a good ready position: legs bent, elbows in close and hands at about chest level. This type of training has been designed to improve agility which will lead to more complete and diversified floor coverage. The many movements from one level to another (stand, squat, dive) are designed to make the prospective player more prepared to execute these moves during the game situation.

There is a catalyst missing which must be supplied by the teacher. The student must be convinced that floor coverage as characterized by diving, rolling and saves is the lifeblood of a good volleyball player. To play the game without this verve relegates a player and team to the category of mediocrity.

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Toyoda, Hiroshi. Teaching technique for beginners. *International Volleyball Federation Clinic.* Toronto, Ontario, 1974.

React, Receive, Respond

IRENE A. WYCKOFF

Irene Wyckoff is a physical education graduate of Eastern Kentucky University, Richmond. She has taught high school students and has been the head volleyball coach at Glenbrook North High School in Northbrook, Illinois. She played on a USVBA women's team and Arlington Park District women's team.

The first and most important skill for a volleyball player is the ability to move into position to receive the served ball and to have complete control. Once the first hit is controlled, the team may continue with its offensive strategy rather than mere defensive play.

The first step in achieving this goal is to give the girls drills during practice sessions that relate directly to a game situation. They must move within the drills, yet there must be quick start and stop moments to develop response time. The following are drills that have been adapted and modified to a game situation:

The first drill (Figure 1) is a lead-up activity to see the response time of the players on the team. Player B faces the wall (10 feet away) in a ready position for the bump. Player A, standing behind B,

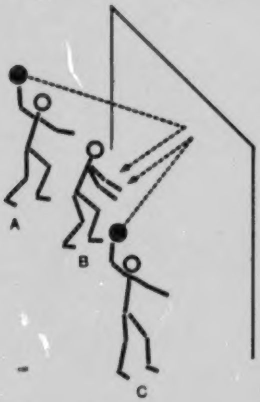

Figure 1.

throws the ball to the wall, directly in front of Player B who bumps the ball toward the wall. Immediately following, Player C throws the ball in the same manner as A. The throws continue alternating from one side to another. The same drill could be varied with Player B volleying the ball.

In the second drill (Figure 2), Player A is facing Player B, who is in a ready position for a volley with her back to A. A tosses the ball into the air, then calls B by name. B turns around quickly, locates the ball in the air and volleys it back to A. As the girls become more skilled, variations may be tried. For example, B can bump the ball to A or A can toss the ball to the right or left of B. The third variation involves three players – a setter at the net and two players in the right and left back positions. A tosses the ball to the center back position. While the ball is in the air, she calls the name of Player B or C who moves quickly to the center back position and plays the ball back to A. The drill continues until each player has had 10 turns in each of the three positions. In all cases, the player tossing the ball should be considered the setter (in a game situation) and the players receiving, with their backs toward the player tossing the ball, should think of placing the ball to the setter.

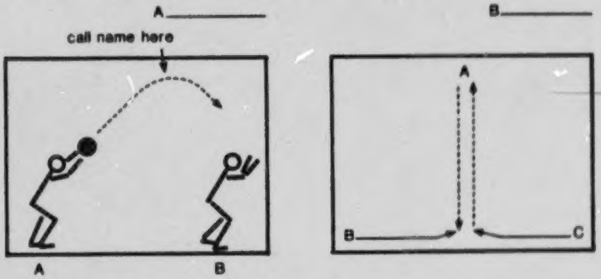

Figure 2.

The last is the most useful response drill for receiving in a game situation (Figure 3). The receiving players line up in their receiving position with their backs toward the net. As the server tosses the ball into the air, a whistle is blown, allowing the receiving team time to turn around, locate the ball and play it in a controlled way.

After this drill has been mastered, a progressive drill may be added as follows: (1) With the players' backs to the net, the instructor blows the whistle as the server's hand contacts the ball. (2) Players now face the server. When the server tosses the ball, the whistle is blown to condition the players to the same feeling that was created when their backs were turned and the whistle blew. (3) Players continue to face the server; the whistle is not blown this time.

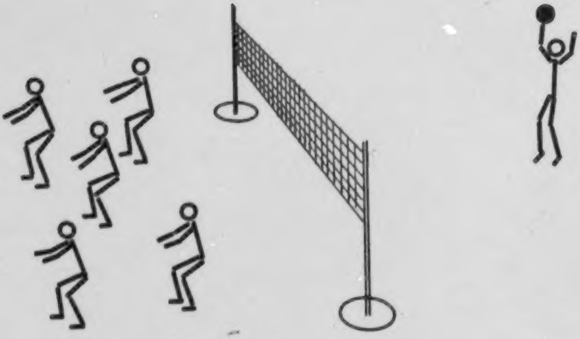

Figure 3.

If the instructor finds that the players are not progressing fast enough, she should go back to the various stages and work more slowly. Sometimes a lap or two, when an unsuccessful hit has been contacted, is very effective in helping high school girls *concentrate* more fully. There are mixed feelings regarding this method, but the writer has found it to be very effective. The one thing to consider before using this technique is that the players are skilled enough to control the ball in a game situation. It is unfair to put a girl in this position before she is ready.

All of these drills can help players move their feet faster and react sooner – to "React, Receive, Respond," and win!

The "Toss Method" in Spiking

BETTY STECK ZWINGRAF

Betty Zwingraf is an assistant professor of physical education at Staten Island Community College in New York City. She received her B.S. degree from New York University and her M.A. from Adelphi University, Garden City, New York. She has been a volleyball coach at both the high school and college levels and a former staff member at the USVBA Region II Olympic Development Volleyball Camp. She also has been an "A" level USVBA player for three years.

Spiking techniques and methods of teaching the spike have changed considerably in the last few years. A recent development in spiking methodology used by many staff members of the Region II USVBA Volleyball Olympic Development Camp is the "toss method."

The toss method effectively controls the height and placement of the set, helping to stabilize the spiking environment, and thereby improving spiking productivity. It takes into account individual differences in ability and allows the spiker more hits in a shorter time span than the traditional pass, set, spike approach.

Because of the improved spiking environment and increase of possible spikes, the spiker can progress more rapidly towards reaching her power potential.

The following is a summary of the toss method style of teaching the spike. Particular emphasis is placed on skill progression and the solution of anticipated difficulties.

I. Skill Progression

A. Without the ball, practice the footwork and spiking action. Next, practice tossing the ball to self straight up using an underhand two-handed toss motion. The toss should be executed without imparting too much spin on the ball. A rapidly spinning ball is more difficult to hit.

B. At midcourt, toss the ball underhand about an arm's distance out in front of the hitting arm at a height of 8-10 feet. Without jumping, spike the tossed ball over the net. Stress the full arm extension and hitting the ball with the heel of the hand. Follow by adding top spin with the snapping of the wrist and fingers forward over the top of the ball. Depending upon the height and jumping capability of the individual spiker, the farther the spike from the net. the more the hit must be contacted below the midline of the ball to clear the net.

C. From the 10-foot line, toss to self and spike the ball over the net without jumping. Repeat adding the jump. Emphasize the 2-foot takeoff and the development of the line of force or power line from the left leg (for right-handed hitters) through the center of gravity and to the spiking arm.

D. After mastering the above steps, toss the ball from the 10-foot line so that it reaches a distance of 3 feet from the net and a height of 8-10 feet. Take a few running steps, jump and spike the ball over the net. Remember to keep the ball out in front of the hitting arm.

E. Partner tosses the ball 8-10 feet straight up from a distance of 3 feet from the net then steps back to allow the spiker to jump and spike the ball over the net. Repeat, adding the approach at a 7-foot distance from the net.

II. Possible Difficulties

A. When first attempting the toss technique, some students will invariably try to run, jump and spike all in the same motion. The instructor should emphasize the high toss, during the first part of the skill followed by the rest of the spiking action.

B. Short players may have difficulty spiking unless they learn to hit below the midline of the ball or farther from the net.

C. Of course, not everyone will be successful at spiking after the first few lessons. Some individuals will need more work on the arm action without complicating the skill with a jump. Other more talented performers will be ready for the full approach and takeoff. The teacher must consider individual differences when giving drill instructions.

III. Spiking Drills

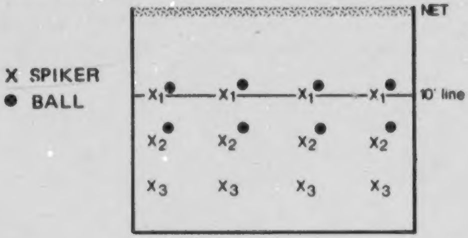

Figure 1. Drill A.

Drill A: All X_1s toss to self and spike the ball over the net. The X_1s run after the ball and return to the end of their lines. The X_2s repeat the action immediately after the X_1s spike.

Drill A Modification: Use only 3 spiking lines on one court. The X_1s toss the ball for their entire spiking line. After 15 tosses, the X_1s join the spiking line and X_2s toss.

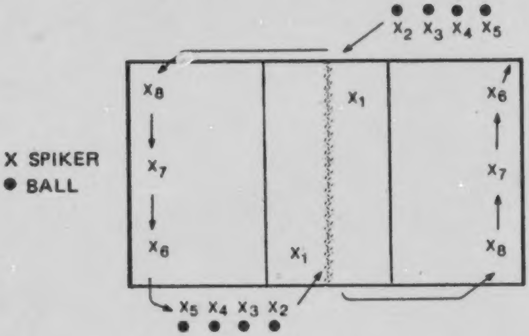

Figure 2. Drill B.

Drill B: Spiking with defense drill. The X_2s toss the ball to the X_1s who catch the ball and toss it straight up to a height of 8-10 feet. On the toss, the X_1s are facing the sideline nearest the spiker and are 3 feet from the net. The X_2s spike the ball over the net and move to the right back defensive position. The defense tries to bump the ball to the center front position.

Drill B Modification: As the spikers become more proficient, gradually move the tosser closer to the center front position. Add the block.

A Behavior Game for Volleyball

BARBARA PASSMORE

Barbara Passmore received her B.S. from the University of Michigan, Ann Arbor, and her M.A. from the University of Missouri–Columbia. She is currently working toward a doctoral degree at The Ohio State University, Columbus. She has been a physical education instructor at Indiana State University, Terre Haute, for six years.

At the culmination of a volleyball unit, many schools hold a tournament in coeducational volleyball. The author has observed that the following tends to occur during these tournaments. The boys yell at the girls for missing the play. The girls yell back making cutting remarks. Eventually the girls just stand and allow the boys to encroach upon their territory in order to execute the play.

In an effort to change these undesirable behaviors a modified volleyball game, described below, was designed using selected principles of learning. The elements necessary for designing a behavior game include: definition of target behaviors (behaviors to be eliminated), apparatus needed for reinforcement of desired behaviors and the type of reinforcement used when the students subscribe to the rules.

Definition of Target Behaviors

It is extremely important to define the target behaviors clearly. When this is done the teacher can quickly determine when they are occurring and the students will know precisely what the desired behaviors are. Selecting only one or two target behaviors at a time is important. The following target behaviors were selected for this game:

1. Encroachment on a teammate's territory in order to hit the ball. This includes:
    a. moving into a teammate's position
    b. pushing teammate(s) away in order to retrieve a ball
    c. bumping into a teammate in order to retrieve a ball.
2. Yelling at a teammate when an error is made. This includes:
    a. blaming a teammate for a mistake
    b. calling a teammate a derogatory name
    c. blaming a teammate for the low score
    d. telling a teammate she/he is a terrible player.

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Rules Given to Students

The following rules are to be given to the students:

1. No encroachment on a teammate's territory or ball in order to hit or retrieve the ball.
2. No yelling at teammates making errors.
3. The rest of the rules are in accordance with regulation volleyball.

Apparatus Needed for the Reinforcement

There should be two 30-second stopclocks, one per team, placed so that each team can view its respective clock. There should be a main scoreboard plus two extra scoreboards, one for each team. Scorecards are also fine. There should be a light on top of each scoreboard. The scoreboard will be used for accumulation of the appropriate skill or behavior points.

Guidelines for Reinforcement of Target Behaviors

Below are guidelines which the teacher follows to give feedback and reinforcement of correct behaviors.

Time can be accumulated on the team's stopclock when the inappropriate target skill or behavior is *not* present, i.e., have the team's stopclock run only when the skill or behavior is performed correctly.

For every 30 seconds of accumulated time on a team's stopclock, one point is awarded to that team toward its final score (the time and/or number of points can be varied).

When a point is earned in this manner, the light on top of the team's scoreboard will go on for 5-10 seconds. The point is then recorded on the team's scoreboard and added to the team's total points on its main scoreboard. The light and individual team scoreboard give immediate feedback to the team members when they are performing the skill or behavior correctly.

A team that wins must have at least four points of their total score earned in this manner.

A teammate who continues to show inappropriate behavior can be excluded from the game for three minutes. This can be done by a vote from her/his teammates.

This game is designed to eliminate two specific behaviors in coeducational volleyball. Similar games can be designed for class use and deal with behaviors and/or skills such as holding the ball, double underhanded bump or poor sportsmanship after an official's call.

Mini Volleyball, New Craze for Children 9-12*

LORETTA T. MONACO

Loretta T. Monaco received her B.A. degree from the University of California and is currently teaching at Merritt College in Oakland, California. She is a member of the USVBA Rules and Scoring Committee and the United States Olympic Women's Volleyball Committee, and holds a NAGWS national officiating rating.

The future development and spread of volleyball depends considerably on the number of children attracted to the game. These youngsters will increase the number of active players. Therefore, they should have the opportunity to participate in a game resembling actual volleyball as closely as possible.

Mini volleyball offers a solution to the problem. It is played with a smaller ball, on a smaller court with a lower net, and with two teams of three to six players each. Rules are especially adapted to the capabilities and needs of children in the 9-12 age bracket.

Mini volleyball enables children to indulge in regular volleyball with optimum biological prerequisites as far as the overall sequence of motions and reactions are concerned. The children soon grasp the techniques and elementary tactics of volleyball and acquire the essential capabilities, such as swiftness, skill, jumping ability and quick response while actually playing.

Mini volleyball was established based on the relevant experiences and scientific publications of various countries. The Committee on Mini Volleyball of the F.I.V.B. Trainer Commission recommends that all national volleyball associations adopt these rule changes (e.g., height of the net, playing area dimensions).

Rules

Purpose of the Game

Each team tries to make the ball go over the net and touch the opponents' area. The opponents attempt to prevent this.

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Number of Players

A team consists of three to six players and two substitutes. As far as possible, players should be uniformly dressed. A maximum of three substitutions per game is permissible. In case a team becomes incomplete (less than three players), the team loses the game, keeping the previous games won and points acquired.

Playing Area, Net and Ball

The playing area shall be 4.5m (15 feet) wide and 12m (40 feet) long. A net divides the playing area into two equal courts. The height of the net shall be 2.10m (7 feet) for both male and female teams. The sidelines marking the playing area are 5 cm (2 inches) wide. The center line is 10 cm (4 inches) wide.

The ball shall be what is commonly known as size "4" (size "5" a normal volleyball); a size "3" may also be used.

A toss of a coin determines the choice of courts or service for the first and third games. Teams will change courts before the second game starts. Teams will also change courts in the third game as soon as one team has scored eight points. This will not affect the lineup or score.

Position of Players

Teams consisting of three players will position themselves within their courts in such a manner that there are two front-line players and one back-line player at the time the ball is served. The back-line player will serve the ball. For six players, three are on the front line, and three on the back line.

After serving the ball, the back-line player resumes his position within the court. However, this player may not spike or hit the ball from the attack area unless the ball is below net height.

The Service

The service is the act of putting the ball in play. This is always done by the back-line player. The player places herself in the service area of 1.5m (5 feet) designated for this purpose and hits the ball with one hand over the net into the opponent's court.

Only after the service is completed may the serving player re-enter the court. A service is considered completed if the server hits the ball after the toss.

If the service is to be considered good, the ball may not touch the net, a player, any object above or to the side of the playing area or the ground outside the playing area.

Hitting the Ball During Play

After the service, the ball may be hit with both hands, both arms, one hand, one arm or with any part of the body above the waist. Only a short contact with the ball is allowed when playing the ball or spiking it over the net.

After a maximum of three contacts, the ball must be sent over the net.

The ball may not be contacted by the same player twice consecutively (exception: blocking). The ball may not be caught, pushed, carried or held.

The ball may not touch the ground of the playing team's court, touch any object above or to the side of the playing area or touch the ground outside the playing area after being contacted by a player of her own team.

Play at the Net

The players may not touch the net. Touching the opponent's court with one or both feet is not a fault provided that some part of the foot remains in contact with the center line.

The ball may touch the net except during the serve. Players may reach over the net only when defending their own court (blocking).

If the ball touches one or more players forming the block, it will be counted as one hit for this team.

If two opponents touch the ball simultaneously above the net, the receiving team has the right to three hits.

Interruptions of Play

After the service, the ball is played until the referee blows the whistle (dead ball).

Each team may take two time-outs of 30 seconds per game to receive advice or instructions.

A substitution must take place without delay.

Time-out for request or substitution may only be made by the coach or team captain and only if the ball is dead.

If a match has to be interrupted because of unforeseen circumstances, it will be resumed with the score and lineup given at the time of interruption. However, this applies only to cases where the period of interruption does not exceed four hours. If the delay exceeds four hours, the score will be cancelled and the match will be replayed.

Scoring

A team scores a point if it is serving and the opponent commits a fault. A team keeps the right to serve until it commits a fault. When the serving team commits a fault, a change of service takes place, however no point will be scored, (side-out). The players of a team change their positions upon receiving the ball for service (the right front-line player becomes the back-line player and the left front-line player becomes the right front-line player).

A team wins the game if it scores at least 15 points and has a 2-point advantage over the opponents.

A team wins the match when it wins at least two games of the match.

Conduct of the Match

The match is conducted by a referee. She takes care that the rules are not violated and ensures that the match will be played correctly and in keeping with fair play principles.

The referee conducts the match by blowing the whistle to initiate play and to interrupt the match in case of violations of the rules.

During the match the decisions of the referee are final. The referee demands that coaches and trainers behave in a sportsmanlike manner. In case of a serious or repeated offense, the referee may disqualify the offending player for the rest of the game or for the entire match. Each action that serves to intentionally delay the course of the match will be penalized by a warning. Repetition of an offense will entail loss of a point or loss of service.

Solving Volleyball's Most Persistent Problems

DONNA A. LOPIANO

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Consistency is the key to winning volleyball at all levels of play. Four problems stand out as particularly difficult in the coach's struggle to prepare a consistent volleyball team: (1) choosing an offensive system that best employs a team's talent; (2) developing consistent, confident and aggressive spikers; (3) handling the breakdown of receiving the service; (4) developing concentration and poise.

The following cause and effect analysis of these problems is by no means comprehensive or conclusive. Rather, the thoughts reflect personal experience from both a player and coach's point of view.

Choosing an Effective Offense

For most college and interscholastic teams, the 5-1 and 6-0 offensive systems and their derivatives have been more problematic than helpful. The 3-spiker front line is an ideal concept which often turns into disaster when appropriate personnel and fundamental skills are lacking. The two most important prerequisites for any team taking the large step up from the 4-2 to a 3-spiker front offensive system are (1) availability of a center hitter and (2) ability to receive service effectively or more simply, to put the ball where a setter coming out of the back row can get to it and set effectively.

Do you have a hitter who can cut the short power angle with her spike when up against a one- or two-person center block and who can read the center block and dink against the three-person block? Do you possess this one exceptional hitter?

Does your team receive service well? The setter coming out of the back row is almost totally useless if she receives the service ineffectually. Assume your superior hitter is hitting center and a halfway decent pass of service is required for an effective execution of the short and accurate center set. In this situation failure to receive service consistently will destroy the three-hitter front-line concept. Even when outside hitters are designated secondary setters, the loss of any outside spiker as a potential third hitter increases the effectiveness of the opponent's block.

In essence, the power of the 4-2 offense is consistency. The setter is never 30 feet away from a poor pass of service. Her sets won't be on the run often. Neither will she be asked to "pull off" a short center set from a difficult pass in order to set her best hitter.

Developing the Consistent and Aggressive Spiker

Without doubt, the most frequent topic of conversation among coaches is how to get players to hit the ball consistently and with power. What prevents a player from "chickening out" of a spike and bumping the ball over the net or "half-hitting" after being stuffed by an opponent's block? What causes a player to take the safe way out of a poor set, passing it over the net rather than attempting to spike a difficult set? How do you develop a confident, aggressive, fearless, power hitter? An old adage applies: "As one practices, one plays." Several thoughts are important to consider:

1. Every spiker should be hitting at least 300 balls per practice (self-toss spikes and successive spiking attempt drills are particularly effective).
2. Dinks and half spikes should not be allowed in practice.
3. Always demand short power angle, crosscourt and line spiking to simulate the requirement of a successful hit against a block. Forbid the "straight ahead" hit.
4. A good rule is: "All sets over the height of the net have to be hit anywhere on the court if the spiker is a front row player." Give your spiker the opportunity to realize how many sets she really can hit. Use "difficult set" drills.
5. Allow a spiker to dink in a game situation only after she has proved she can "read" the block. Dinks are often unnecessary excuses for not being confident enough to spike.
6. Practice using the block – power "swiping" off the block in the "stuff" situation where the ball has been set into the block. Show a hitter how to use her power intelligently.

Breakdown of Receiving the Service

Ask coaches what occurrence most affects the outcome of a game and the reply will probably be "we couldn't receive service for eight points." The symptoms of a breakdown in receiving the service are easily identified: (1) indecision. . ." "I have it – you take it". . . or not calling the ball at all; (2) pulling back away from the serve or ducking under it; (3) moving the arms to the ball instead of the feet; (4) swinging the arms at the ball or taking the relaxed bent elbow approach to the bump. These technical and communication errors are easy to spot but not easily overcome prior to losing many points.

It is important for the coach to realize that this breakdown will occur and to plan for training her players to handle the situation. A number of these occurrences are important to cover in the practice session:

1. Setters getting to the poor pass and setting on the run, from backcourt and in "other than great" position. Set using forearm pass and putting the second ball over the net when it is overpassed.
2. Front row hitters setting long crosscourt to the opposite outside spiker instead of running outside the court to execute a hit.
3. Back row setters setting long and high to the opposite hitter and these hitters hitting the long high set from backcourt.
4. When playing the out-of-bounds ball, teach players not to panic when going after the ball. Hit it straight up in the air, allowing another player time to get into good position for the long forearm pass.

Developing Concentration and Poise

Keeping your team moving and ready for everything possible that might happen is any coach's dream and desire. The "super speed" practice situation where everything possible happens at gamelike or faster speed is an interesting and effective method of contributing to the team's ability to handle every situation. It requires a cool head, quick and firm decisions, proper execution of skills and excellent conditioning. The following drill insures that whenever the team gets the ball over the net, it will be returned quickly. Since it always starts with receiving the service, it provides practice in this important aspect of the game. See Figure 1, p. 38.

The goal is prolonged, fast and efficient play duplicating the exhausting volley in a good game. It requires a lot of talking, total involvement of all players and shows teams the many things that can happen.

The tosser puts the ball into play immediately after the receiving team gets the ball over the net by using one of many options:

1. She immediately throws over a "free ball."
2. The player employs a self-toss spike. This simulates an immediate return as occurs when a hard hit ball is "dug" and comes right back over the net.

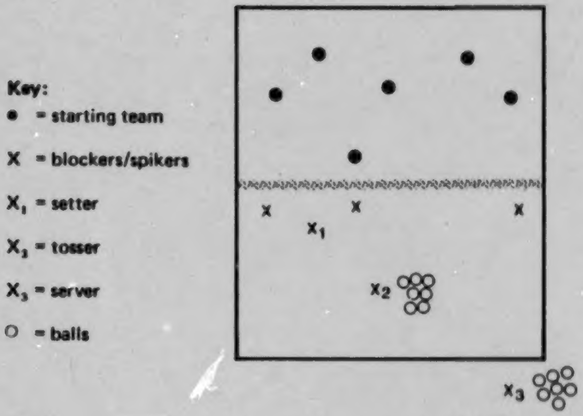

Figure 1.

3. Someone tosses a ball to the setter who may set to any of the three hitters. They have the option of hitting or dinking.
4. The tosser overpasses the setter, simulating that game situation and testing the reaction of the center blocker. As soon as the tosser starts a play she picks another ball in preparation for starting the next one. There should be no hesitation between plays.

Balls played over by the starting team may be blocked but otherwise may not be played out. The blockers' attention must be turned immediately to the tosser's option. It's a good idea for the coach to be the tosser at the beginning of a season. However, you will find that everyone wants a chance at creating difficult situations for the starting team or to take advantage of some weakness spotted while performing the drill.

Play should be continuous. No coaching should go on while the ball is in play. Wait until the volley is complete. The writer finds it is desirable to wait until four or five serves are made before coaching. This provides the players a rest period while the instructor is talking. Be sure that the server is ready again if the starting team fails to get the ball over. The starting team should backpedal quickly into receiving the service position after their error. This prevents their reflecting on mistakes to the point of forgetting to play the next point and immediately directs their attention to the new play.

Techniques for Implementing Basic Interchanging Strategy

E. KAYE HART

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Many volleyball teachers and coaches, dealing with players unfamiliar with the basic strategy of player interchanging, often avoid introducing such strategy because of a lack of effective teaching techniques. Such an omission not only hampers players from maximizing their special attributes and skills but also needlessly limits a team's progress towards more threatening offensive and defensive patterns of play.

Initially, it is imperative that players acquire a thorough understanding of what interchanging (switching) means and why it is utilized, and that they learn the rules concerned with legal implementation. Basically, an interchange involves the exchanging of positions by two or more players at the moment the ball is served or during a "free" ball situation and a return to the serving order when the ball is dead.

Purposes of Interchange

Examples of using the interchange for offensive purposes might be: (1) to move a setter into the center front position to enable her to provide consistency in the setting to the right front and left front spikers, (2) to move a good spiker into either the right front or left front position to best utilize her most effective long angle and power hit and (3) to move a setter from the back row to the front row to set for the three front row spikers (multiple offensive strategy).

Interchanging can also be used effectively to improve a team's defensive play by: (1) moving the most effective blocker to a position across the net from the opponents' best spiker, (2) if a two-player block is used by a team, moving the best blocker to the center front position to allow her to participate in all blocking attempts, (3) moving the best back row spike receiver to a position diagonally across from the opponents' best spiker to "dig" the cross-court long angle and power hits, and (4) moving the quickest back row player to the center back position to increase and insure more back row mobility.

Introductory discussions of interchanging might include observations of a videotape, movie or live volleyball match between teams using the interchange strategy purposefully and effectively. The instructor should attempt to point out key aspects in the interchange process and its resulting effects during the observations.

Once a basic understanding and appreciation of the interchange strategy and common lines of communication have been developed, the players and team should begin the process of implementation. Concentration should be directed to one type of interchanging at a time, progressively building up to as many interchanging patterns as needed by the team to maximize the special skills of each player.

Techniques to Develop Interchange Skills

The following are suggested teaching and coaching techniques that may be used to develop a player's and team's ability to legally and effectively interchange in a volleyball match. Such strategy should result in more exciting and challenging volleyball play both for the players and teams.

1. Place tape markings on the floor directing the interchanging players to their approximate new positions. Remove the tape as soon as possible to avoid dependence upon the floor directions. Encourage players to acquire a feeling for their new positioning by cueing on various court markings that can be seen with their peripheral vision while they are moving and maintaining eye contact with the ball.
2. Place the player(s) who is going to interchange in a numbered or special colored pinnie so that the rest of the team is visually aware of her and ready to respond to her intentions.
3. Use an overhead projector or large chalkboard to display visually the desired interchanging patterns on the gym sideline enabling the players to glance at the pattern just prior to a given rally to recheck their individual responsibilities in executing the team's plans.
4. Handouts should be provided for the players with a concise explanation and diagraming of the team's interchanging patterns of play.
5. Encourage memorization of the interchanging patterns as early as possible in the class or season. Prior to each rally have the players close their eyes for a moment and attempt to mentally view themselves initiating and completing the planned interchanging.
6. Appoint a given player or two to strategy leader positions. These players should emerge naturally as capable interchange performers and be somewhat vocal. Their responsibility is verbally to

remind the rest of the team about each successive interchange pattern and play.

7. Videotape and/or chart the team frequently to analyze common errors in the individual players and team during their interchanging opportunities in early scrimmages and class or competitive matches.

Games and Drills

Several modified games and drills are applicable in advancing practice of interchanging patterns. The following are a few such game-like drills designed specifically for interchange practice.

1. Set up an official team alignment and quickly review the planned interchanges that occur when your team is serving. Extra players take turn serving the ball while the aligned players initiate and complete the interchange plan. The challenge is to be completely interchanged before the served ball hits the floor on the receiver's side of the court. Rotate the team after every five serves and repeat the new interchanging patterns.

2. Set up a team into receiving the serve alignment and formation. Drill the team in executing the limited interchanging that can be accomplished during the opponent's service. Extra players are used as servers. The team, after successfully switching during the serve, should be allowed to play the ball back over to the server's court utilizing its offensive attack. Again, the receiving team should rotate after every five serves or after every five balls it returns back to the server's court with an acceptable offensive hit.

3. Set up a team aligned in its proper service order positioning. Review the remainder of the switches or interchanges that should take place during a free-ball hit deep into the opponent's court by a teammate (these are switches that could not take place during the opponent's service). Extra players are positioned on the opponent's court at various arbitrary positions. A designated extra player calls out "free ball," counts to three, then sends a free ball into the team's court. It is the challenge of the aligned team to call "switch," interchange effectively to prior designated new positions and successfully control the free ball and send it back into the opponent's court with an offensive hit. As soon as the free ball is returned to the opponent's court, another extra player repeats the same series of actions until all extra players have sent a "free ball" to the aligned team.

4. Early in scrimmages, the court can be marked off into six general divisions. A bonus point in addition to regular scoring can be awarded during any rally each time a team properly completes the designated interchange from one of the playing positions into the

new position. The necessary points to win a game may have to be increased because of the additional methods of scoring.

One must remember that intense concentration and freedom from skill insecurity are basic to successful player and team interchanging. Caution should be used in avoiding too much player and team dependency on much of the external stimuli previously mentioned. As quickly as possible the players must assume the responsibility of thinking ahead and operating independent of excessive external stimulation to avoid overemphasis of interchange patterns at the expense of instinctive and fundamental skillful play of the ball.

Point Position + Time = Strategy

KAROL ANNE KAHRS

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The caliber of volleyball competition has improved tremendously in recent years. More highly refined individual skills and sophisticated offensive and defensive strategies have set a new pace in good match play. Today, a team in high level competition has to beat the clock as well as defeat the opponents. Therefore, the coach who does not consider the time factor of a particular match in determining game strategy may face unnecessary defeat.

Until recently coaches and players did not have to concern themselves with the clock because the level of game play did not use playing time. Consequently, strategy could be determined by analyzing the point position of each team. Determining playing strategy solely on this basis today, however, can result in unnecessary defeat.

Loss by Team with Lead

A scoring lead of nine or more points with less than three minutes to play logically would encourage a team to assume the probability of winning the game. However, the outcome of numerous matches has provided convincing evidence that the inevitable winner does not always win. Often the team with that big lead lost. How did this happen? In each instance the team ahead attempted to end the game quickly by continuing to attack aggressively even when its opponents had the service. Overanxiousness, overconfidence and increasing carelessness resulted in attacking errors, the most common of which was trying to "overpower" the ball. Rapid repetition of mistakes of this nature quickly allowed the opponent to score a number of points in a short time. These points then provided the potential losers a new opportunity and the momentum to win the game. One might assume that after experiencing a big lead and then a loss the mistake would not be repeated. In a three-game match, however, the pattern described was often repeated.

What causes a team that is winning easily suddenly to make numerous mistakes ultimately resulting in the loss of a game or match?

Many times when a team is winning easily, the challenge of the match is met before a game is completed. When the challenge does not remain eminent, a team may become bored, losing its high level of concentration. Without the necessary concentration, reaction time and anticipation become slow. This results in waiting for the ball rather than moving to play the ball. Once a team falls prey to boredom, a scoring advantage can quickly turn into a series of errors.

Strategy for Winning Team When Not Serving

Let's look at the situation logically. If five to six minutes of playing time have been consumed and one team has a nine-point lead or better, it stands to reason that if the tempo of play remains relatively the same for the team ahead, then the clock or points should run out before the team that is down in points has time to catch up. It must be remembered that for the clock to run, the ball must be kept in play. Therefore, if the apparent winning team does not have the serve, it is important that its strategy change to keeping the ball in play. To be overly aggressive while the opponents are serving will allow the time advantage to belong to the opponents. Mistakes while the opponents are serving give away unnecessary points. By the same token, the potential losing team must conserve all the time possible to stay close and possibly win the game. To accomplish this task the team short on score must convert its attack effectively in the shortest time possible. The strategy for the team in the lead, then, must involve keeping the ball in play and the clock running.

It is obvious that this strategy would not be necessary unless control of the ball is lost to the opponents. When the opponents are gaining quick points with little loss of time, deliberate effort to keep the ball in play may be necessary to maintain a scoring lead.

Practice

To employ either one of the described strategies, it is necessary to have practiced playing from a position of being ahead or behind in score. There are several reasons that practice conditions must precede utilizing these strategies in actual competition. To play with an emphasis of keeping the ball in play to run the clock out is a very different style from normal strategy, whereby a team plays aggressively and puts the ball away on each attack. To play very deliberate, controlled ball requires a great deal of skill and self-discipline which must permeate the entire team. Therefore, controlled conditions in practice must be planned to insure the development of control and team discipline necessary to use this strategy effectively.

Players have to experience how to use the clock effectively and guage their play accordingly. While individual skill techniques do not change, it is essential to initiate them in different combinations. Therefore, by playing under controlled conditions in practice, players and coaches alike can learn how long to keep the ball alive, using up two or three minutes playing time and counting the rallies needed to insure victory.

Strategy for Losing Team

When a team is down in score with limited playing time remaining, it is essential to conserve game time. The skill and strategy needed to accomplish this task is very different from the one just described. Long rallies must be avoided and the team ahead in score must be kept off-balance and out of position so that points can be scored quickly. This type of strategy calls for a totally different style of play. It is obvious that to conserve time the ball must be played fewer times, and the opponents must be forced to make mistakes recruiting in many dead balls. The strategy required to accomplish this goal is demanding and challenging. It requires a great deal of ball handling skill and perceptiveness of the opponent's court and individual player weaknesses.

To contact the ball fewer times and still have an effective attack calls for getting the ball into a potential attacking position on the first hit. This can be accomplished by initiating the two-hit attack when receiving the serve. All players need to move into position to cover the court immediately rather than waiting until after the set.

This predetermined plan also alerts the attackers to be ready to hit the ball on the second contact rather than after the set. The setter is cued not to play the ball at all. Attacking on the second hit rather than the third hit will catch the opponents completely off-guard. Blockers will not have moved into position to cut off the attack and other players will be on the move to establish their defensive positions. This situation allows the team using the two-hit attack to execute a dink or off-speed spike to an open position on the floor. Once the serve is acquired, the same strategy is employed when the first ball can be placed to an attacking position.

Interestingly enough this strategy will work many times before the opponents catch on to what is happening. Should this play become anticipated, the second hit attacker simply has to cross court set or shoot set to the open side. Effective use of this strategy quickly turns a one-sided scoring game into a closely contested game or match.

Two-Hit Attack Strategy

A two-hit attack strategy allows a team with a big scoring lead that has lost the serve to turn the ball over more quickly and regain the serve, thus ending the game on points rather than expired playing time. Is this strategy effective? Yes, it is! Any time players can control the pace of a game, they can become the master of their opponents and the clock. This will enhance winning potential. When a team can dictate the pace and style of the game play, it has an advantage and can better know what to expect. The team which cannot anticipate or control the pace of the game will eventually succumb to its opponents.

Ability to Change Style of Play

Ideally a coach would like to have her team in a scoring position to play aggressively all the time; realistically this does not happen. Therefore, it is essential that a coach have the knowledge and the players have the skill and discipline to change their style of play or strategy when a particular game or match demands it. Scoring position and time remaining in a game will provide players and coach with the information needed to be effective. The use of time *must* be considered. Time-oriented strategies must be planned for if consistent success is to be built into a team's season and overall standing.

Outwitting and outplaying the opponent are critical to winning success. The element of time can either be used to an advantage or become an overpowering obstacle which inhibits a team's success. Coach your team to utilize and conserve time and to enjoy being the master of the game and its outcome, rather than losing to the clock and the opponents.

The 0-6: Strategy for a Team with Limited Ability

JOANNE A. FORTUNATO

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Following the initial days of volleyball tryouts, a pattern of competencies (or lack of them) began to evolve which held slight promise for a successful volleyball season. The symptoms were: (1) a general lack of basic motor ability as evidenced by vertical jump heights ranging from 2-10 inches, slow reaction times, an evident overweight problem, poor quadricep strength and an average height of 5 feet, 5 inches; and (2) an exposure to volleyball which still encouraged anywhere from 12-24 player teams, the open palm underhand lift, and punchball tactics. Fundamental skills were close to nonexistent. The best players were the "little ones," too small to be consistent spikers, and the taller ones who were slow-moving on defense.

High School Volleyball Syndrome

The situation described above is not unique. Many high school and junior varsity college coaches face it every season. Many girls trying out for the team have little or no previous volleyball experience. In many instances they are players who did not make the basketball team but wanted to participate in a sport.

Power volleyball hasn't filtered down into the high schools in many areas. Players come to college with limited knowledge of the game. This leads to the permanent volleyball syndrome that whoever returns the ball over the net as quickly as possible with the first or "overhead bump" wins.

The 0-6

Faced with this type situation, the coach runs to the library for help, finding sufficient material on the 4-2, 5-1, 6-0 and 6-2 systems for advanced players or at least those with good motor skill. Little is available, however, on the design of offensive and defensive strategies for the unskilled or poorly skilled player. The writer's proposal for this situation is the 0.6.

The 0-6 is a system in which each player receives service, sets, spikes and follows and plays the ball if it is anywhere near her. The only stipulation is when playing the ball, players must call for it continuously until they have completed the play. This rule is necessary to avoid head-on collisions.

Putting the 0-6 Together

A. Fundamental Guidelines

1. Practice should be five days a week for a minimum of two hours per day. An additional hour should be put in for individual skill practice and running.
2. Three quarters of all practice time should be spent on basic skills and receiving the service.
3. Reduce every situation to its simplest elements to uncomplicate each player's responsibilities.
4. Emphasize concentration and good performance of fundamental skills.

B. "W" Receive of Service

1. In this system of receiving the service, players have only a limited distance to move to cover every service possibility.
2. The "W" system reduces decision making to a minimum, clearly defining each player's responsibility.
3. No more than one step of lateral movement is required except by the right back and right front players. No one ever backpedals to play the ball. A ball coming above waist height is generally not played.
4. All players are required to "open" toward the ball. This affords back line players a clear view of the oncoming serve, thus avoiding situations where front row players duck under the ball rather than stepping away and opening to face the player receiving service.
5. Players must call for the ball at all times and never hesitate to play it.

   a. Left Front player stands with her left foot on the left sideline at hallfcourt. Any ball to her left is out. She is responsible for all balls falling in front to the net and those one step to her right.
   b. Center Back stands slightly to the left of center court at

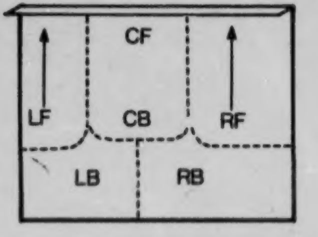


Figure 1. Areas of responsibility: "W" receive of the service.

halfcourt. She plays any ball in front to the net and those one step to the left or right.

c. Right Front stands approximately 8-10 feet from the right sideline. She is responsible for all balls in front to the net, those one step to her left and any all the way to the right sideline.

d. Left Back stands between the Left Front and Center Back approximately one body length from the back line. She is responsible for all balls one step forward and those one step to the right or left, bringing the player to the left sideline.

e. Right Back stands between the Center Back and Right Back approximately one body length from the back line. She is responsible for everything behind the Center Back, all balls once step forward and all those to the right sideline.

f. Center Front is the setter. She is not permitted to touch the first ball (service) but required to get the pass.

6. The responsibilities and positioning of each player on the "W" receiving position are based upon sound principles.

   a. Since the serve comes from the right side of the court (or left facing her), players on the left side of the court have the least time to move on any direct oncoming ball since it is closer to them. Since the ball will be in the air longer because it must travel a longer distance, a ball coming to the right side of the court is more easily played. Therefore players on the right side of the court should have larger area responsibilities than those on the left side.

   b. Since 90% of all serves fall in the left three quarters of the receiving area, most players should be positioned in that area. The right side of the court may be left relatively uncovered because any ball traveling that distance will be in the air longer and allow players time to get there. However, players do not have that time factor on balls traveling to the left of the court.

c. Since it is much easier to move forward than backward and a player can run forward faster than she can backpedal, no player should be moving backward to receive a serve.

d. If the forearm pass is required for receiving the service and is primarily used for balls at or below waist level, any ball traveling above waist level to a front row (LF, CB or RF) player should be played by the back row (RB or LB). Any ball traveling above the waist to a back row player should be out-of-bounds over the end line.

e. A ball landing in the front half of the court on service has to have a high trajectory to clear the net. The ball will be in the air longer, allowing a player more time to get to any ball falling in the front half.

7. Stress a "three-setter front first pass" concept. See Figure 2.

   a. Each front line player is responsible for getting to the first pass if it comes into her area.
   b. She then has the option of setting to either of the other two front row players who must move off the net for the hitting approach.
   c. The three closest players cover the hitter in case of a blocked ball and the other two players cover backcourt on the spike.

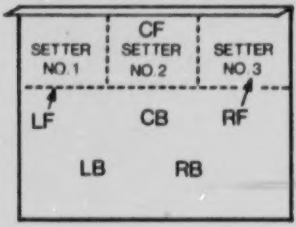


Figure 2.

C. Basic Defense with Adequate Block or No-Block Defense (Garbage Defense)

1. If players are against teams who hit well, a basic blocking defense is used. See Figure 3.

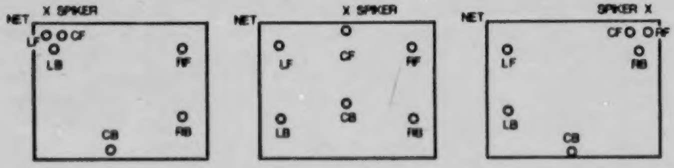


Figure 3. Basic defense with a block.

2. If players are against teams who do not hit or if the players' own block is very poor, a no-block defense is a necessity. See Figure 4. With the no-block or garbage defense, only the center player blocks across the net. Everyone else calls free ball, moving back close to the floor for defense. Left and Right Front players move back to half court approximately two to three feet from the sidelines. The Center Back moves in to the center of the court while the Left and Right Backs move to a position four to five feet from the back line, squeezing toward the center.
3. On both defenses all players must be in a ready, crouched position, able to react quickly to a change of direction. They cannot be on their way to a position once the ball is contacted because a change of direction will be impossible.

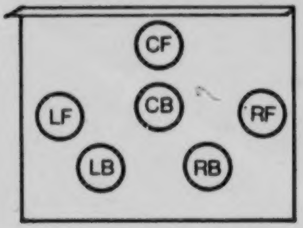


Figure 4. Basic no-block defense.

The no-block defense is the heart of our game since what we refer to as a "poor" block means we have players in the front row who cannot get over the net. The entire team learns to specialize in digging up the balls, not counting on the block.

A Coach's Prayer

My constant fear is that one day right before a game I will develop laryngitis or stiffening of the limbs and be unable to play with my team. I have found that in coaching at this level of play it is imperative to be actively involved with the players, moving with them at all times. They need continuous reinforcement – both positive and negative – and a variety of stimuli to keep them secure and attentive. They must be encouraged to talk to each other to keep from falling asleep on the ball, shying away or hitting too carefully rather than aggressively and confidently. Part of our game is dependent upon noise pollution for courage, especially when the opponents are good spikers.

To See or Not to See?
Key Visual Cues in Volleyball

MARY RUBY

Mary Ruby is the women's volleyball coach at California State University, Chico. She received her B.A. from the California State University, San Jose, M.A. from the University of Iowa, Iowa City, and Ph.D. from the University of Oregon, Eugene. She is the volleyball commissioner for the Northern California Intercollegiate Athletic Conference and a member of the NAGWS Volleyball Committee.

Physical educators and coaches are continuously searching, hoping to identify the ingredients which produce a top-notch athlete. Are the key components in the physical makeup of the athlete, in the perceptual area, in the intellectual realm or in all three? Even though the question has been studied both experimentally and theoretically, the problem remains unsolved and a reliable predictive model is nonexistent.

There has been some interest in studying a segment of this mythical athletic profile, namely the part played by visual attributes. More specifically, researchers have sought to determine whether any positive relationship exists between visual perception and gross motor skill performance. Several studies undertaken in the past half century have identified significant differences in certain phases of visual perception, favoring the highly skilled over the unskilled performers.

Athletes and coaches, however, do not have to rely on research findings to tell them how important the visual sense is in sports performance. Empirically they are aware of how important it is to be able to *read* a developing play. Successful athletes have learned to read the key visual cues present in game play so they can be at the right place at the right time.

Questionnaire

Volleyball players must also learn to perceive selective key stimuli found within the playing environment which allow them to make successful plays. Since players know through experience that they key on certain visual cues, it follows logically that coaches would benefit in knowing which visual cues are used most often. Perusing the current collection of volleyball publications does not provide an adequate, or at least an obvious, answer. The author attempted to fill part of this existing void by administering a questionnaire to 78 women intercollegiate volleyball players, representing 10 schools from the Northern California Intercollegiate Athletic Conference. The questionnaire was one of the measuring tools used in conjunction with a doctoral study undertaken by the author, *The Effects of Applying a Teaching Methodology Stressing Visual Cue Attendance During the Learning of Volleyball.*

The questionnaire was structured so that it solicited the visual cues these intercollegiate players believed they used. Visual cue information was sought for both *receiving-the-ball* skills and for *target* skills. Following is a summary of the foils which received 15% or more of the total number of responses on each question. For example, on question one below the total number of responses on the nine possible foils was 217. Therefore any foil on question one receiving thirty-three responses (15% of 217) was identified as a significant response and is listed in the summary.

A. Receiving-the-Ball Skills

1. During which of the following receiving-the-ball skills do you *read* the *spin* (degree of rotatory movement) on the ball?
    Serve – 33%   Pass (from teammate) – 27%
    Set-up (from teammate) – 18%
2. During which of the following skills do you *read* the *arc* of the ball and then adjust your play accordingly?
    Serve – 23%   Pass (from teammate) – 21%
    Set-up (from teammate) – 21%
3. During which of the following skills do you *read* the *velocity* of the incoming ball and then adjust your play accordingly?
    Serve – 29%   Spike – 26%
4. What *body parts* of the hitter do you key on during the reception of these shots?
    a. Serve
        Arm(s) – 21%   Shoulders – 18%   Hands – 15%
    b. Spike
        Hands – 24%   Shoulders – 23%   Arm(s) – 17%
    c. Dink
        Hands – 42%   Arm(s) – 15%
    d. Block by opponents
        Hands – 30%   Arm(s) – 21%   Forearm(s) – 20%
    e. Pass (from teammate)
        Forearm(s) – 18%   Arm(s) – 15%   Hand(s) – 15%
    f. Set-up (from teammate)
        Hands – 25%   Shoulders – 15%
5. In which of the following situations are you aware of the *location of the ball* during your opponent's development of an offensive play?

The side-to-side location of the set – 17%
The distance of the set from the net – 19%
The distance of the spike from the net – 19%
The distance a *free ball* is hit from the net – 19%

6. In which of the following situations are you aware of the opponent's *movement pattern and body position?*
    The spiker's as she approaches the net – 41%
    The setter's as she moves under the pass – 35%
    The passer's as she moves under the incoming ball – 24%
7. In which of the following situations are you aware of the opponent's *timing* in relation to the ball, that is, the degree to which she is ahead of the play, behind the play, or with (*on*) the play?
    The spiker moving to the ball – 51%
    The setter moving under the ball – 29%
    The passer moving under the ball – 19%
8. Do you utilize any of the following *background cues* during the reception of a serve, a spike, a dink, a blocked ball, a pass, a set-up, or an off-the-net ball?
    Boundaries of court – 40%   Net – 29%

B. Target Skills

1. Do you look for *openings* in the opponent's defense when executing an offensive hit over the net?
    Yes: 95%   No: 5%
    If so, during the execution of which skills do you perform this visual checking?
    Serve – 33%   Spike – 29%   Dink – 25%
2. Do you as a spiker *read the block* as you attempt to go around or through the block?
    Yes: 67%   No: 33%
3. Do you when passing to the setter attempt to pass to a *predetermined spot/space* 74%, or do you adjust according to the position of the setter (21%)? Both 5%
4. As a setter, do you set to a *predetermined location* (63%), or do you adjust your set according to the position of the spiker (31%)? Both 6%
5. Do you utilize any of the following *background cues* during target skills such as the serve, spike, dink, pass and set-up to teammate? Yes: 90% No: 10%
    Boundaries of court – 40%   Net – 37%

As a coach, you may be mulling over the thought that the results of the questionnaire are interesting, perhaps useful, but how useful? What difference will such knowledge make in performance? That riddle has yet to be solved in toto. Would teaching toward gaining an awareness of these key visual cues help your athletes be better volleyball players? Again a blank is drawn.

Even though research has not yet provided an answer, the possibility that making such information available to your players might affect performance should not be negated. Perhaps such awareness can be profitably achieved only through experience. But since an uncertainty exists, coaches may help their players *see* by making accessible the visual cues identified here.

Synthesized Statistics in Volleyball

L. MARLENE MAWSON

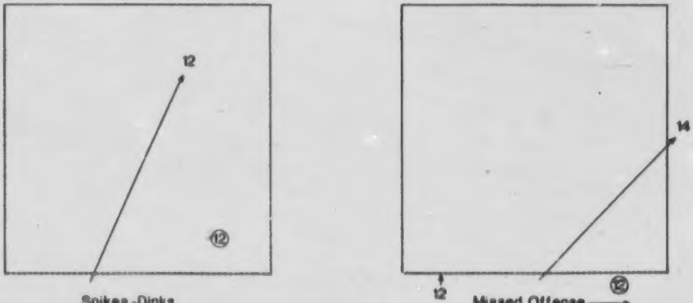
L. Marlene Mawson was tournament director for the Second National AIAW Volleyball Championship held at the University of Kansas, Lawrence, where she is an assistant professor of physical education. For the past two years, she has coached K.U. volleyball teams that have qualified regionally for National AIAW Championships.

As volleyball becomes more competitive throughout the nation and is played and coached in more intense interscholastic and intercollegiate competition, a science of coaching volleyball inevitably begins to emerge. Coaches of successful volleyball teams who possess expertise and experience need objective measurements of players' efforts to formulate beneficial and strategical teamwork necessary to win in highly competitive matches. Objective data of game performance is valuable to the coach for planning team practices, selecting the best combination of players in a carefully calculated rotation order and showing weaknesses and strengths of the opposing team.

A system of gathering objective performance data of volleyball players during competition is described here for the assistance of the coach who faces the challenge of competitive power volleyball. Performance data is kept on a single *Volleyball Statistics* sheet for each game played (Figure 1). There are five parts of the data sheet which require specific data recordings, and each will be explained separately.

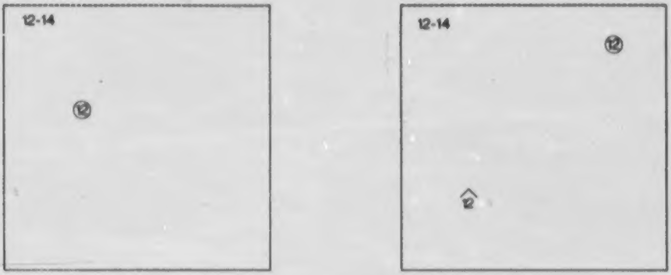
At the top of each volleyball statistics sheet, the identification of the data is recorded. All of the statistics for the entire season may thus be retained for perusal of the coach at any time. There are four incidence charts of half a volleyball court. On each court diagram, the dotted line indicates the location of the net. Each diagram is labeled for its specific use. The last portion of the sheet records a summary of individual and total team performance during the game. The use of each of these aspects of the statistics sheet to synthesize the game performance needs further explanation.

The top left court diagram on the statistics sheet is used for recording offensive spikes. The number of the spiker is indicated by the representative location on the court diagram, where the ball was contacted. A line from the player's number into the opposite court to its point of contact indicates the direction and flight of the spike. If the spike was successful in either retaining or gaining possession of the serve, an arrow is affixed to the end of the line. With this



Spikes -Dinks
→ 12   12

Missed Offense ——→
Illegal Hits ⑫


12-14
⑫
12-14
⑫
$\widehat{12}$

Blocks-Saves
12-14   ⑫

Missed Defense
Spike $\widehat{12}$ Dink ⑫ Block 12-14

SUMMARY CHART

	10	12	14	16	18	20	22	TEAM TOTAL
SPIKE								
BLOCK								
DINK								
SAVE								
FREE								
BAD PASS								
ILLEGAL HIT								

Figure 1. Volleyball statistics.

distinction, it is possible to determine the percentage of attempts by the offensive player(s) to spike as well as the effectiveness of the spikes upon the opposition. The directional indication also reveals the effectiveness of strategic placement of the spikes. Information from this diagram can tell the coach quickly which players hit well, from which position they hit best, where the opponents are most likely to defend against the spike, and where spikes are most likely to score points.

The upper right court diagram is used to record offensive play that results in loss of the serve or a point for the opponents. Missed offense includes misplays such as spikers hitting the ball into the net or out-of-bounds, or illegal hits called on the third bat. In the case of a legally hit ball that goes into the net or out-of-bounds, the offending player's number is indicated at the location the play was made and a line is drawn to indicate the direction of the mishit ball. These lines should either end out-of-bounds or at the net (dotted line). Illegal third hits at the net are differentiated on this diagram by encircling the number of the offending player. This diagram reveals in a glance the team's mistakes in offensive play.

The bottom two court diagrams are for recording the team's defensive play. The court diagram on the bottom left is for recording successful defensive play and the diagram on the right shows missed defensive play. Successful blocks are indicated by putting the number(s) of the blocker(s) at the representative point along the net where the block was made. If more than one blocker was involved in the play, a dash is used to link the two players' numbers on the statistics diagram. Saves are recorded when a player successfully keeps the ball in play by executing a dive, a roll or any other extra-effort play beyond her specific court coverage. The player's number is placed at the representative point where the save play was executed. The statistics recorded on this diagram show the team's defensive effectiveness in the game as well as which players contributed most to the defensive effort.

The statistics diagram at the bottom right is for recording the team's missed defensive play. This includes missed blocks, missed backcourt defense against a spike and missed defense against a dink. Since the defensive strategy of a team generally indicates specific floor coverage for each team player against various offensive strategies by the opponents, it is not too difficult for the statistics recorder to determine which player missed her defensive responsibility when the opponents scored. Missed defense is usually recorded when the opponents either score or gain possession of the serve; however, missed defense *may* be indicated against a player in cases where another teammate "saves" the play by extra effort in covering more than her area of the court.

Missed blocks are indicated on this diagram in the same manner as good blocks were recorded before. If two blockers were to execute the defensive play, but missed, both players' numbers should be recorded even though only one may have been at fault. This procedure will relay the message to the coach that these two players are not effective blockers together, even though either of them may be effective alone.

Missed spikes should only be recorded for backcourt players when they are unable to control a spike that could not have been prevented by the block. This may occur in such situations where a multiple offensive play may have faked the blockers successfully so that the spiker was not defended at the net. Missed spikes are indicated by an inverted "V" over the player's number.

Missed dinks are recorded when the player designated to cover the dink allows the ball to fall to the floor. The player's number is encircled at the point on the court where the missed defense occurred.

At the bottom of the volleyball statistic sheet is a summary chart for recording individual players' and total team game play. The left-hand column indicates various types of offensive and defensive game play. Across the top of the summary chart, each player's number is indicated. The team totals are determined after indicating by tally marks the number of each type of game play made by each player (Figure 2). The final game score is reported at the bottom of the sheet. Now, the coach has a realistic picture of why the game may have been either successful or unsuccessful after reviewing the summary chart.

SUMMARY CHART

	10	12	14	16	18	20	22	TEAM TOTAL
SPIKE		III			卌 I		IIII	12
BLOCK		I	I	II	III		II	9
DINK			II		I			3
SAVE		I				II		3
FREE				III				3
BAD PASS				II	I			3
ILLEGAL HIT			I			I		2

Figure 2.

By keeping a similar statistics sheet for each opponent's games, the opposing statistics sheets may be compared to analyze more specifically the attributes or failures in game performance that caused either the win or the loss. If statistics for both teams are kept, two different recorders for game statistics are suggested since there is too much action for one person to record reliably. The statistics summaries recorded for a team are only as exact as the consistency of the recorder and only as useful as the symbols are meaningful. It is strongly suggested that the coach designate one person to keep statistics for every game to help insure reliability of the information recorded.

The coach may use these statistics sheets at court-side during time-outs in the match, but even more effectively for identifying the team's strengths and weaknesses in defensive and offensive team play as well as for individual players, and for use and consideration in planning practices.

The various components of defensive and offensive strategies *can* be identified and recorded objectively. By combining incidental records of play into a total summary, each volleyball game may be seen as a whole. The statistics for the match can then be compared and analyzed. This is the recorded story of the game.

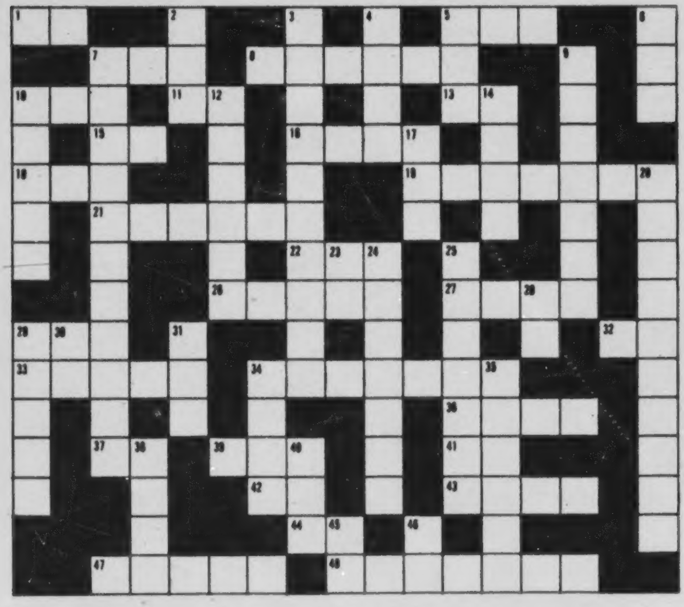
Power volleyball competition allows very little time to recover from mistakes made during the game since the 15 points required of the winner can be acquired very quickly. The nature of the game requires that the coach and players be alert and be able to make crucial decisions quickly. Sometimes, in the midst of competition, it is difficult to recall which performances were good and which were not. Game statistics make the course of the match very clear. Statistical information is vital to competitive coaches, and synthesized game statistics compiled by the method described here have proved to be quite useful for the scientifically oriented coach of power volleyball.

Volleyball Crossword Puzzle

SHARON BROWN

Sharon Brown received her B.S. degree from the University of Georgia, Athens. She has conducted clinics in the Athens school district, is active in NAGWS and holds a state rating in volleyball.

Need new ideas for your students in volleyball class? Try the word puzzle below. You can be a winner!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Across

1. Serving position
5. Replay is called if a member from both teams touches the ____________ simultaneously.
7. Any ball which does not land in the court.
8. The team must ________ before each serve except the first.
10. A crowd of people.
11. Overdose (abbr.)
13. Tuberculosis (abbr.)
15. The receiving team spikes the ball into the serving team's court and it is not returned. What is the decision?
16. Opposite of win.
18. Tiny child.
19. Each player on both teams must wear visible __________.
21. If a player on the serving team touches the net at the same time that a player on the receiving team steps on the center line, what is the call?
22. Offer as a price.
26. The rating attained by making 76 on the written exam and 80 on the practical.
27. The server must not step over the end _________.
29. Overhead pass to a spiker.
32. Abbreviation of a necessary component in team play. (team effort)
33. The serving team returns a ball and it hits on the receiver's end line. What is the call?
34. A serve which goes comparatively slow and appears to curve.
36. The receiving team returns the ball which hits the net and lands inside the server's court. What is the call?
37. Two consonants
39. Incision
41. Preposition
42. French for "the"
43. Opposite of early
44. If the center back is standing beside the right front at the time of the serve, is the center back overlapping the right front?
47. The ball is put into play by a ________________.
48. How many points must a team score to win a game?

Down

2. If the ball rolls off the court and someone must run to catch it, what does the referee call? (abbr.)
3. A team game played with a 7'4" net, a leather ball, and six players on a team.

4. A "hit" of the volleyball to another person.
5. The serve is illegal if it hits the______________.
6. A team must win by______________points.
7. The call if the ball hits an object (other than the net) which is less than 26 feet high.
9. The team which does not serve must______________.
10. Best two out of three games.
12. Exercises used to improve individual skills.
14. Pass used for balls below the nose.
17. The server must not cross the__________ line.
20. At an official match, a visible________ is necessary.
23. Pronoun
24. If a team's opponent does not show up at a match, the official will __________________ that game.
25. A hit which does not have immediate impetus is an______________ hit.
28. Can the ball be hit twice in succession by the same player?
29. A hard hit, downward from above the height of the net.
30. Two vowels
31. If a team takes more than 15 seconds for substitution, a ____ ____ ____is called (abbr.)
34. A ball which touches the player below the waist is called a body______________.
35. In order for each player to be able to serve, the teams must ______________.
38. Eight minutes is the maximum length of a__________if 15 points have not been scored already by one team or one team is two points ahead.
40. A backline player cannot spike in front of the________foot line.
45. Preposition
46. Conjunction

For answers to Puzzle, see p. 70.

Training for Volleyball

PATRICIA A. EISENMAN

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Volleyball has become an extremely challenging sport. Players must be mentally alert to assess the intricacies of opponents' strategies and be physically able to execute the skills of passing, setting, spiking and blocking woven into the fibers of power, agility and finesse which typify volleyball. This intricate weave of analysis and execution requires players to possess muscular strength, endurance and flexibility, for the well conditioned player is capable of performing precise skills repeatedly without fatigue. In addition, by postponing fatigue, a player will be more alert to participate in diverse offensive and defensive strategies. Even more important, however, is the minimization of the chance of injury for the well-conditioned athlete. Consequently, training and conditioning should be of major importance to both the coach and athlete.

Unfortunately, training programs are continually evaluated by the success of the athletes and coaches using them; however, there *are* scientific principles which should be applied to the evaluation. Currently, the establishment of training regimens centers around the theories of overload, specificity and reversibility. According to the theory of overload, in order for a skeletal muscle or any other cell to increase in size, functional ability or both, that cell must be taxed to the limit of its present ability to respond. The theory of specificity contends that training is specific to the cells and to the specific structural and functional elements within the cell that are overloaded. The theory of reversibility maintains that the effects of training are transient. This means that with the cessation of the training regimen, performance capacity gradually will diminish.

Application of these theories is dependent upon ascertaining the physical and physiological requirements of volleyball. The specific energy sources used in volleyball must be identified so that the program can be structured to overload the specific energy-producing systems. In addition, the muscle groups involved in the execution of volleyball skills need to be identified so that the strength and endurance capabilities of these muscles can be overloaded according to the specific requirements of volleyball.

Energy Sources Used in Volleyball

Spikes, blocks and saves demand explosive muscle contraction and many times a series of these rapid, forceful movements must be completed before the ball is dead. The energy for such explosive skills is provided by the anaerobic system. Since quick, forceful movements are such a dominant (90%) part of volleyball, the sport is referred to as an anaerobic sport. Consequently, most of the training time should be devoted to overloading the energy system which produces energy for short bursts of intense activity.

According to the theory of specificity this can best be accomplished by participating in activities similar to volleyball skills in intensity and duration. For development of the desired anaerobic energy sources, volleyball training programs should concentrate on brief, intense bouts of work between 15 and 90 seconds in duration. The work periods should be followed by rest periods consisting of walking and mild stretching activities.

Progressive overload can be applied to these intermittent work-rest periods by: 1) gradually decreasing the work-rest ratio from 1:4 to 1:2 (at beginning have 15 seconds exercise to 60 seconds rest; later 15 seconds exercise to 30 seconds rest); 2) gradually increasing the exercise time (15 seconds to 90 seconds); 3) gradually increasing the number of exercise periods. Heart rate can be used as a simple indicator for adjusting the overload. By having the athletes take a 6-second heart rate count immediately after the exercise, the during-exercise rate can be estimated. The work intensity should be adjusted so that a heart rate of 180 is reached during the exercise and the rest period should be long enough so that the heart rate is between 130 and 140 before the next exercise bout is begun.

Insight as to the type of activities suitable for the exercise periods can again be drawn from the theory of specificity. The activities should approximate the movement patterns most commonly used in volleyball, thus the anaerobic processes of the specific "volleyball muscle groups" will be trained. In addition, these same types of activities can be used to develop strength. (See the following section, "Muscle Groups," for suggested activities.)

Although volleyball is essentially an anaerobic activity, there is an endurance component. Unless a player has endurance, her muscles will not be able to respond effectively late in a match or tournament. The source of energy for endurance is provided by the aerobic system. Training of the aerobic system of energy production should therefore account for a portion (10%) of the training time. This type of training can be effectively accomplished by rigorous drills at the end of the practice session. These drills should be such that each player is required to perform a skill repeatedly without rest between trials. The remaining players are used to set up a particular situation or to serve as retrievers so that the drill is continuous.

Suggestions: All skills are repeated 25-50 consecutive times.

Rebound Dig – Have several players serving into a wall. Another player is responsible for picking up the continuous wall rebounds with a forearm pass to a designated spot or player.

Rebound Blocks – A single or pair blocking team tries to block serves as they rebound off a wall. (Net height should be marked on wall.)

Endurance Blocks – There should be continuous blocking of balls dropped from above the net.

Endurance Spike – There should be continuous spiking of tossed balls, only allowing time between spikes to reposition for the approach.

Muscle Groups Used in Volleyball

The vertical jump is paramount for the volleyball player. The superior strength which is required in the quadriceps and gluteus maximus can be acquired by using the following activities in the work-rest pattern previously described.

Wall Touches – While facing a wall and utilizing a two-foot takeoff, players jump up and touch the wall with both hands. Two or three tape markers for each individual at different levels can provide motivation and a means of individualizing the intensity.

Bench Blasts – With one foot on bench (or any object that allows a 90° bend at the knee) and the other on the floor, the athlete jumps upward, changing feet while in the air so that she lands with the opposite feet on the bench and floor ready to jump again.

Stairs Hop – Two-foot jump up stairs. To avoid unnecessary stress to knee, the student does not hop down stairs.

Rope Jump – Two-foot jumping over rope. An obstacle course with objects of varying height can also be used.

Net Touches – While standing under a basketball net, the player jumps with a two-foot takeoff and touches net.

Blocking Jump – Partners face each other with net between them. Two-foot jump as in block and partners slap hands above net. Partners can remain stationary or work their way across court along the net.

Note: Players should perform these exercises from a squat or take-off position that is as low as that used in a game. Shorter players should use a lower position than taller players. Generally, a beginning cadence of 30 jumps per minute can be used, working up to a cadence of 70-80 jumps per minute.

Strengthening of the rectus abdominus and oblique muscles in the abdominal area, the erector spinae and quadratus lumborum in the back and the triceps brachii, anconeus, pectoral muscles and anterior deltoid of the arm can facilitate spiking and serving abilities.

Suggested exercises:

Leg-ups – Player lies flat on back, legs extended and arms at side. She lifts head and shoulders off floor, pressing lower back to floor. With knees extended, she lifts legs up and touches floor behind head. As legs and hips are lifted, the shoulders and head come back in contact with the floor.

Arm Sprints – Using a bench (12-17 inches), individual is in a front lean position with one hand on the floor and the other on the bench. Knees and hips should be extended. Individual now "steps" up and down using the hands rather than the feet. (Right hand up, left hand up, right hand down, left hand down equals one step. Cadence: 30 to 70 steps per minute).

Back-ups – Individual lies on stomach with legs extended and hands clasped behind neck and raises the upper part of the body as far off the floor as possible.

Note: These exercises should also be organized according to the work-rest pattern discussed.

Exergenies or other similar resistive instruments can provide a relatively inexpensive, safe method of isolating and overloading specific muscles and movement patterns. By setting up several different stations to stress selected muscle groups, team members can work on individualized programs. To facilitate strength development the resistance should be maximal for each athlete and only two or three repetitions are necessary. The resistive instruments are an excellent means of overloading muscles while executing volleyball skills (example: serving action with arm). However, care should be taken to ensure that the skill is executed with the proper form.

Flexibility Used in Volleyball

It is also important to include stretching exercises in the training program. These exercises can serve as part of the preliminary warm-up and should be designed to stretch the same muscles which are being strengthened. This will ensure that the full range of motion is maintained at the various joints so that force production is enhanced and injuries prevented. The most beneficial types of flexibility exercises are slow stretching activities rather than bouncing motions.

Periodic self-testing and record-keeping allow the coach and player to evaluate progress. Such procedures also serve as individual motivation aids for the various aspects of the training program.

SAMPLE TRAINING SCHEDULES

Day 1
(Initial days of training)

1. Flexibility exercises
   - slow, sustained stretching activities (5-7 minutes)
2. Activities to develop anaerobic energy sources and strength

Set 1		(rest time)
Bench Blasts	15 in 30 sec.	(2 min.)
Arm Sprints	15 in 30 sec.	(2 min.)
Back-ups	10 in 15 sec.	(1 min.)
Leg-ups	5 in 15 sec.	(1 min.)

Set 2	Repeat each twice	
Bench Blasts	8 in 15 sec.	(1 min.)
Arm Sprints	8 in 15 sec.	(1 min.)
Leg-ups	5 in 15 sec.	(1 min.)
Wall Touches	8 in 15 sec.	(1 min.)

Day 2

1. Flexibility exercises
2. Activities to develop anaerobic energy sources and strength
   - to prevent monotony and relieve the intensity of the interval training, resistive or weight work can be alternated with the interval work.

Exergenie Work:

Leg press	3 repetitions with maximal resistance
Total Row	- 3 repetitions with maximal resistance
Serving	going through the serving motions while pulling against maximal resistance

Day 1
(Initial days of training)

1. Flexibility exercises
2. Interval work

Set 1		(rest time)
Net Touches	80 in 60 sec.	(2 min.)
Arm Sprints	70 in 60 sec.	(2 min.)
Back-ups	20 in 15 sec.	(1 min.)
Leg-ups	10 in 15 sec.	(1 min.)
Rope Jump	80 in 60 sec.	(2 min.)

Set 2	Repeat each three times	
Net Touches	50 in 30 sec.	(1 min.)
Arm Sprints	40 in 30 sec.	(1 min.)
Rope Jump	50 in 30 sec.	(1 min.)

Day 2

1. Flexibility exercises
2. Resistive work
   - number of repetitions remaining low, but size of the resistance increased as strength is acquired

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Volleyball Crossword Puzzle – Key

Down

2. OTO
3. Volleyball
4. Pass
5. Net
6. Two
7. Obstruction
9. Receive
10. Match
12. Drills
14. Bump
17. End
20. Scoreboard
23. IT
24. Default
25. Illegal
28. NO
29. Spike
30. EO
31. TTO
34. Foul
35. Rotate
38. Game
40. Ten
45. OF
46. IF

Across

1. RB
5. Net
7. Out
8. Rotate
10. Mob
11. OD
13. TB
15. SO
16. Lose
18. Tot
19. Numbers
21. Replay
22. Bid
26. State
27. Line
29. Set
32. TE
33. Point
34. Floater
36. Good
37. NG
39. Cut
41. AT
42. LE
43. Late
44. No
47. Serve
48. Fifteen

Alternative Scoring Method

LORETTA T. MONACO

Loretta A. Monaco received her B.A. degree from the University of California and is currently teaching at Merritt College in Oakland, California. She is a member of the USVBA Rules and Scoring Committees, the U.S. Olympic Women's Volleyball Committee and holds a NAGWS National Officiating rating.

Volleyball competition in our schools has become more advanced – the skill level has increased and strategy has become more complex. Yet we still tolerate the inadequacies of the tally method to keep score. Officials who have been exposed to the sophisticated system of scoring used by the USVBA recognize its advantages over the tally method.

With the tally method, the scorekeeper records nothing until the referee signals point or side-out. By the time the scorer has recorded the point and subsequently discovered the wrong server, the referee is likely to have signaled the next play to begin. In the alternative method, a simplified USBVA system, the scorekeeper must draw a circle for every serve; thus, she is forced to pay attention to the number of the proper server. She will notice a wrong server immediately and will be prepared to inform the umpire or referee at the end of the play.

With the tally method, it is time consuming for the referee or scorer to check on the accuracy of the running score because each tally must be counted. It is also easy to make an error in counting. With the alternative method, the number of each point is recorded in the points column. One can tell at a glance which point has just been scored. Recording names as well as numbers is an additional time-consuming and unnecessary aspect of the present scoring method since the scorer is supplied with a roster of the names and numbers of all players.

Another difficulty with the tally method is that the scorer often has difficulty finding her place after a delay, particularly after there have been several rounds of service and many substitutions. Even experienced referees have been known to have difficulty deciphering the scoresheet to determine who should serve next. With the alternative method, the first round of service is written in black, the second round in red, and subsequent rounds continue to alternate colors. One can see at a glance which round of service is which, and who the next server should be.

With the tally method of scoring, the situation occurs where the tallies in the official record do not agree with the running score.

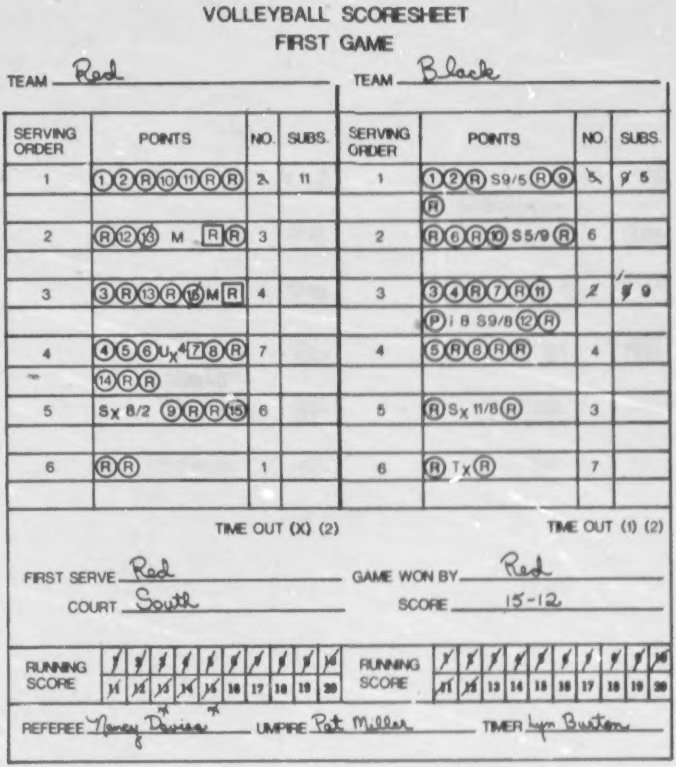
Most often this happens because the scorer forgets to record a point. There is no way to determine if a point was indeed missed by the scorer or at what time during the game the scorer failed to record the point. How many times has your team had to replay the last point of the game because the scorer forgot to record it? With the alternative method, a circle is drawn for each serve. If the scorer forgets to record a point, there will be an empty circle. In addition, the scorer writes the number of the point each time she records a point; therefore, it is immediately obvious if the running score is not in agreement with the official record of points.

If a point has already been marked in the running score column and the referee changes her decision, the tally method makes no provision for indicating that the point marked has not been actually scored. There is a provision for recording errors in the points column; however, there is no indication of the reason why the point was recalled.

In the alternative method, a code letter indicating the reason for the removal of the point is written both in the points column and next to the number in the running score column to indicate that the point has not yet been made.

An additional benefit of using the alternative method of scoring is that it is possible to determine the exact point in the game at which a substitute entered. With the alternative method, one has no problem finding room to enter a third or fourth player substituting for any position.

Although it would be preferable to draw up a new scoresheet similar to that used by the USVBA, the diagram and explanation on the next page show how the present NAGWS volleyball scoresheet could be adapted for use with the alternative scoring method.



VOLLEYBALL SCORESHEET
FIRST GAME

TEAM Red

SERVING ORDER	POINTS	NO.	SUBS.
1	①②Ⓡ⑩⑪ⓇⓇ	~~2~~	11
2	Ⓡ⑫⑬ M 🅁Ⓡ	3	
3	③Ⓡ⑬Ⓡ⑮M🅁	4	
4	④⑤⑥$U_X^4$7⃞⑧Ⓡ	7	
~	⑭ⓇⓇ		
5	S_X 8/2 ⑨ⓇⓇ⑮	6	
6	ⓇⓇ	1	

TIME OUT (X) (2)

TEAM Black

SERVING ORDER	POINTS	NO.	SUBS.
1	①②Ⓡ S9/5 Ⓡ⑨	~~5~~	~~9~~ 5
	Ⓡ		
2	Ⓡ⑥Ⓡ⑩ S 5/9 Ⓡ	6	
3	③④Ⓡ⑦Ⓡ⑪	~~2~~	~~9~~ 9
	Ⓟ i 8 S9/8 ⑫Ⓡ		
4	⑤Ⓡ⑧ⓇⓇ	4	
5	Ⓡ S_X 11/8 Ⓡ	3	
6	Ⓡ T_X Ⓡ	7	

TIME OUT (1) (2)

FIRST SERVE Red

COURT South

GAME WON BY Red

SCORE 15-12

RUNNING SCORE										
Red	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~
	~~11~~	~~12~~	~~13~~	~~14~~	~~15~~	16	17	18	19	20
Black	~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~9~~	~~10~~
	~~11~~	~~12~~	13	14	15	16	17	18	19	20

REFEREE Nancy Davies

UMPIRE Pat Miller

TIMER Lyn Burton

Figure 1. An Alternative Scoring Method.

Serving Order. The number of players shall be entered in their order of service for the first game. Players' names are not entered. Points are recorded in the space where the names are recorded on the present scoresheet. The first round of service is recorded in black or blue. When a complete round of service has been made by both teams, the next round of service is recorded in red. A circle is drawn as the ball is served. If a point is made, the number of the point is written in the circle. If service is lost, R is written in the circle for retire-side or rotate. If a point must be played over, P is written in the circle. Draw a diagonal line through any point which has been officially removed, followed by a code-letter explanation (e.g., w for wrong server, m for referee's mind-change). The code letter should also be written next to the point in the running score and crossed off if the point is re-made. If a point is awarded when no serve is involved, for example unsportsmanlike conduct (u), the point is written in a box instead of a circle. The serving order may be changed at the beginning of the next game.

Running Score. Cross off squares diagonally for each point scored.

Substitutes. The code letters for substitution are written in the points column of the player serving. If the serving team requests the substitution, write S followed by the number of the player entering the game, a diagonal line, then the number of the player leaving the game (e.g., S 9/5). An x indicates that the receiving team requested the substitution (e.g., Sx 8/2). Draw a diagonal line through the number of the player who left the game and write the number of the entering player beside it. The space on the present scoresheet used for points can be used for recording substitutes' numbers. If a player's number is recorded twice, she may not enter the game again. When it is necessary that a substitution be made under the special provision stated in Rule 4, Section 4f, write the code letter and the player's number in the points column (i 8). Also write the code letter by the player's number to indicate that the player may not play in that game again.

Time-out. When a team takes a time-out (other than for a substitution), write T in the points column if it is the serving team's time-out, Tx if the receiving team takes time-out. Cross off the (1) following Time-out. If a second time-out is taken, cross off the (2).

Blanks. First serve, court, game won by, etc. should be filled out with the appropriate information.

Officials. At the end of each game, the referee checks the scorebook and announces the score if it is not clearly visible to all. At the end of the match, the referee, umpire, official scorekeeper and official timekeeper sign the scorebook.

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NANCY E. KROPP
Winter Park, Florida

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Continuous Movement Drills. Super 8mm, 25 min., silent, color. Rental $10. Bertha Lucus, USVBA Film Library, 5810 N. Kingsdale, Chicago, IL 60646. Chicago Rebels (women) and Kenneth Allen (men) volleyball teams demonstrate a continuous movement practice session. Ariech Selinger, Israeli international coach, conducts the practice session which includes a variety of 65 drills incorporating individual, partner, three-player, six-player and group patterns.

Volleyball (1967). 16mm, 10 min., sound, b&w. Sale $50. National Film Board of Canada, Distribution Branch, P.O. Box 6100, Montreal 101, Quebec. Volleyball game between American and Russian teams. Choreographs the player's movement to jazz music. Men's and women's play.

Volleyball for Intermediate Grades (1970). 16mm, 24 min., sound, color. Sale $210, rental $21 for first three days. Universal Educational and Visual Art, 100 Universal City Plaza, Universal City, CA 91608. Illustrates how a unit of volleyball is taught to children of varying skill levels. Clearly demonstrates each skill. Places emphasis on method and teaching involving total class participation.

World Championships. Rental $12. G. R. McDonald, 5142 Tujunga Ave., North Hollywood, CA 91601. Films of the 1970 World Championships held in Sophia, Bulgaria.

World Cup '73. 33 min., sound, b&w. Rental $25 per day. Schreiber & Company, P.O. Box 24614, Los Angeles, CA 90024. Four films of women's play: (1) USA-USSR, (2) USA-Korea, (3) USSR-Korea, (4) Korea-Japan.

Loop Films

Power Volleyball. Super-8 or Standard 8. Series of 5 loop films. Sale only, $19.95 ea., $94. per set. Athletic Institute, 705 Merchandise Mart, Chicago, IL 60654. Members of the gold medal men's and women's U.S. Pan American volleyball teams demonstrate the latest techniques used by volleyball teams around the world.

Volleyball. Super-8 cartridges. Series of 6 loop films. Sale only, $24.95 ea., $149.70 per set. Ealing Corporation, 2225 Massachusetts Ave., Cambridge, MA 02140. Collegiate All-Americans demonstrate, providing a comprehensive analysis of the basic skills for either competitive or recreational volleyball. Series cover serve, forearm passes, overhand sets, spikes, blocks, dives and rolls. Slow-motion analysis and freeze focus on critical learning periods.

NAGWS OFFICIATING SERVICES

Through its standing committee on Officiating Examinations and Techniques, The National Association for Girls and Women in Sport (NAGWS) provides materials for the training and rating of officials in ten sports to meet the needs of various levels of sports events.

Approximately 200 boards of officials throughout the U.S. are affiliated with NAGWS through an organization of affiliated boards called the NAGWS Affiliated Boards of Officials. These boards provide opportunities for interested individuals to learn about officiating or judging and are authorized to give NAGWS ratings.

The Officiating Examinations and Techniques Committee includes the P and T of O (Principles and Techniques of Officiating) Chairpersons. These individuals are specifically concerned with enumerating the mechanics used by referees, umpires, and judges in officiating games, meets or matches.

The Officiating Examinations and Techniques Committee also includes an E and R (Examinations and Ratings) Chairperson for each sport in which ratings are given. Each Chairperson and committee are responsible for preparing, revising, and analyzing the officiating theoretical (written) examinations.

If you have questions concerning the techniques of officiating volleyball, write to:

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STATEMENT OF PHILOSOPHY OF THE AFFILIATED BOARDS OF OFFICIALS: THE ROLE OF THE OFFICIAL IN THE COMPETITIVE SITUATION

Educational values should be of primary concern to all who have leadership roles in a competitive program. As one of those fulfilling leadership roles, the official must be concerned with promoting these values and with the welfare of the participant. The unique contribution of the official is assuring equal opportunity and fair play for all. The official essentially acts as an arbitrator, providing judgments that are within the spirit and intent of the rules. Decisions are based on objective evidence, free from bias and from the emotion that often pervades the competitive environment.

An official enters the competitive situation with a thorough understanding of the letter, as well as the intent of the rules, the strategy and skills of the sport to be played, and correct execution of officiating techniques to view the contest accurately. The official maintains a friendly yet reserved attitude toward all throughout the sport experience. The official is flexible, operating within officiating standards appropriate to the age of the performers, the level of skill, and the facilities available. Biases by players, spectators and coaches will be evaluated with an understanding not only of the multiplicity of ways in which individuals may react to a competitive experience but also of the behavior appropriate to such an educational experience. Duties will be performed fairly, efficiently and without drawing undue attention to the official. In order to strengthen the official's effectiveness, personal evaluation of performance will be made and solicitation of constructive criticism from coaches, players and administrators will be sought. Though receiving a fee, the ultimate reward to the official will be that of having rendered a valuable service to girls and women who have found personal meaning in expressing themselves through the medium of sport.

STANDARDS FOR OFFICIALS RATINGS IN VOLLEYBALL[1]

There are six ratings for officials, five of which qualify the holder to officiate sports contests. Each is designed to meet the needs of various sports events and to stimulate interest of individuals who desire to officiate.

The *Examiner's rating* signifies the holder is qualified to rate officials.

The *Intramural rating* qualifies the holder to officiate contests in the school in which the holder is enrolled or contests of comparable level.

The *Apprentice rating* qualifies the holder to officiate contests which may be adequately controlled by a competent, but inexperienced official.

The *Local rating* signifies that the holder is qualified to officiate interscholastic and intercollegiate contests requiring a competent and experienced official.

The *State rating* signifies that the holder is capable of officiating any contest within the state or region where the rating is awarded.

The *National rating* signifies that the holder is capable of officiating any contest anywhere in the United States. This rating is for the most highly skilled official and may be secured only through rating procedures administered by the National Volleyball Rating Team.

Specific requirements for all ratings are outlined below.

Examiner

1. Prerequisite – must have held a state or national rating for a minimum period of six years. (The six years need not be consecutive but must be within the previous eight-year period.)
2. Theoretical examination – national examination, minimum 82.
3. Duration – two years from next June 1.
4. Renewal:
    a. In order to be eligible for renewal, the candidate must have been involved in the rating or training of officials.
    b. To renew, the candidate must pass the national theoretical examination with a minimum score of 82.
    c. Should the rating lapse for one year or less, the candidate remains eligible for renewal.

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[1] See the current *NAGWS Basketball Guide* for information regarding ratings in all sports and for the most updated information about Affiliated Boards of Officials standards and practices.

    d. Should the rating lapse for more than one year, the candidate must qualify through earning a State rating.
5. This rating is transferable to other Boards.

Intramural Official

1. Minimum standards – set by Affiliated Board.
2. Duration – two years from next June 1.

Apprentice Official

1. Minimum standards can be set by the affiliated board, *or* these standards may be followed:
    a. Minimum grades – average of theory and practical, 75.
    b. Theoretical examination – national examination, minimum 74.
    c. Practical examination[3] – minimum 75; minimum number of raters: one.
2. Duration – Two years from next June 1.

Local Official

1. Minimum grades – average of theory and practical, 80.
2. Theoretical examination – national examination, minimum 76.
3. Practical examination[3] – minimum 80; minimum number of raters: two.
4. Duration – two years from next June 1.
5. This rating is transferable to other Boards.

State Official

1. Minimum grades – average of theory and practical, 85.
2. Theoretical examination – national examination, minimum 82.
3. Practical examinations
    a. Practical examination[3] – minimum 85; minimum number of raters: three.
    b. Alternate plan for volleyball – after holding a State rating with the same board for four consecutive years, the official may request that seven different coaches evaluate the official's performance (see appropriate sports packets for details), in lieu of the practical rating session.
4. Duration – two years from next June 1.
5. This rating is transferable to other Boards.

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[3] Persons holding a State, National, Honorary National or Examiner's rating are qualified to rate. Any rating team may include no more than one Examiner.

National Official

As of June 1, 1975, national volleyball ratings can be awarded only by the National Volleyball Rating Team. The following criteria are considered prerequisites to being rated by the National Rating Team. The applicant must:

1. Be recommended by the local board with which the applicant is affiliated.
2. Have held a state, national or honorary national for a minimum of two years.
3. Score a minimum of 88 on the national theoretical examination.

A national volleyball rating awarded by the National Rating Team shall be valid for four years from next June 1 and is transferable to other Boards.

Interested individuals should contact *Marty Orner,* Fullerton College, 321 E. Chapman, Fullerton, CA 92634.

Recommended Fees[3]

Local boards should establish minimum fees that reflect the level of rating of the official as well as the type and level of competition within their locale. Boards are encouraged to establish fees in conjunction with local governing groups. The fee schedule should reflect differential pay based upon rating levels.

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[3] Based on the NAGWS position advocating equal opportunity for all individuals and equal pay for equal service, the Affiliated Boards of Officials Executive Council voted to delete recommended fee schedules (March 1975). As fees received by various boards throughout the nation differ from one another and from other officiating associations, problems existed in recommending minimums that were fair and equitable for all.

REGISTRATION OF OFFICIALS

A number of states require those who officiate either boys' or girls' interscholastic contests to be registered with the State High School Athletic Association or other administrative body. Holding a NAGWS rating ordinarily does not exempt an official from complying with this regulation.

All NAGWS officials who officiate any high school or junior high school games are urged to cooperate fully with their state regulatory body by registering with the proper organization and paying any required fee, by wearing the official emblem in addition to the NAGWS emblem, and by complying with all requirements for sports officials.

AMATEUR STANDING OF OFFICIALS[4]

An official who wishes to maintain amateur status as a participant in a sport must be aware of the ruling(s) on amateur status established by the governing body for that sport.

Amateur status may be defined by groups governing high school and college level competition. National organizations governing amateur competition may also have established rulings on the amateur status of the participant.

The official who wishes to maintain amateur status as a participant is responsible for investigating the specific regulations of the governing body that has jurisdiction over such responsibility.

Amateur Standing in Volleyball

According to the United States Volleyball Association, volleyball officials may get only transportation, meals, and lodging and may receive no honorarium if they wish to retain their amateur standing.

HOW TO BECOME A RATED OFFICIAL

1. Stud[illegible] the rules, the article on the techniques of officiating, and the study question.
2. Attend interpretations meetings and officiating clinics or training courses conducted in your vicinity.
3. Practice often. To some, officiating comes easily; to others it comes only as the result of hard work and concentration. Welcome criticism and work hard to improve.
4. Find out from the chairperson of the nearest affiliated or provisional board when examinations for ratings are to be held.

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[4] For more complete details, see *JOPHER* 39:24-27, October 1968.

(Consult list of boards in NAGWS Directory available from: NAGWS/AAHPER, 1201 Sixteenth St., N.W., Washington, DC 20036).

5. Contact the chairperson of the nearest affiliated or provisional board for materials necessary to give Intramural ratings.
6. Remember that it is the aim of the Affiliated Boards of Officials to maintain a high standard for National officials. Do not be discouraged if you do not receive a State rating on your first attempt. Welcome suggestions from the examiners, practice more, and try again.

INFORMATION FOR AFFILIATED AND PROVISIONAL BOARDS

An *affiliated* board is authorized to give ratings at all levels in that sport.

A *provisional* board is a board which has at least three Apprentice officials in a given sport; it is authorized to give ratings at the Intramural and Apprentice levels in that sport.

Exceptions: When rating films are used as a medium for the practical rating (synchronized swimming and gymnastics), boards may award ratings at any level.

An Officiating Board may have *affiliated* status in one or more sports and/or *provisional* status in one or more sports. When a Board has *affiliated* or *provisional* status in a sport and wishes to have affiliated and/or provisional status in another sport, that board should write the Examinations and Rating (E.&R.) Chairperson of the respective sport. The board should indicate the names of a minimum of three persons qualified to act as examiners in that sport for the next two years. Qualifications and experience in the sport should be listed for each examiner.

Note: For basketball and volleyball an examining committee of three persons holding State, National, Honorary National or Examiner's ratings is required. No specific number of rated officials is needed to initiate ratings in Badminton, Gymnastics, Softball, Swimming, Synchronized Swimming, Tennis, and Track and Field.

If, after two years, a board does not have three State officials in a sport, the board loses its affiliated status for giving ratings in that sport. (Exceptions: gymnastics and synchronized swimming.) The board may then request provisional status in that sport from the E.&R. Sports Chairperson. If granted, the board may continue to exist with provisional status and award only Apprentice and Intramural ratings. To continue as a provisional board after two years the board must have a minimum of three officials with at least an Apprentice rating in each sport concerned.

Examination packets are mailed to qualified boards on:

August 1 – Volleyball and Basketball.
September 15 – Competitive Swimming and Diving, Badminton, Tennis
October 1 – Fencing
October 15 – Synchronized Swimming, Gymnastics
February 1 – Softball and Track and Field

Emblem and Uniform

The emblem for National officials in all sports consists of a shield. Other emblems are available for State, Local, Apprentice and Intramural officials.

The official shirt for volleyball is a navy blue and white striped tailored shirt or a navy blue and white striped jersey. A navy blue skirt, shorts or slacks, appropriate to the situation should be worn with the shirt. Officials who receive fees for officiating are required to wear the official shirt.

The official shirts and emblems are available from The Hanold Company, Sebago Lake, Maine 04075. The company can also provide blazers. When ordering, send dress size and check or money order for correct amount. Anyone may order the official shirt. A current rating card must accompany an individual's order for an emblem; however, it is not necessary to send a rating card when ordering a shirt.

An affiliated board may wish to have a supply of shirts or emblems for distribution to newly rated officials. A quantity order may be placed *only* by the affiliated board chairperson. It is not necessary that the chairperson's rating card be enclosed, but full payment must accompany the order.

Prices: Wash-and-wear shirt, $7.00; knit jersey with zipper neck, $10.50; navy flannel blazer, $35.00; National, State, Local, Apprentice, and Intramural emblems, $1.75. (All prices are subject to change.)

Shipping Charge: 75 cents per order.

HOW TO ESTABLISH A BOARD OF OFFICIALS

1. Establish the need for an affiliated board by contacting individuals in the area who have current ratings or who are interested in standardizing and raising the level of officiating badminton, basketball, competitive swimming and diving, fencing, gymnastics, softball, synchronized swimming, tennis, track and field, or volleyball in that area.
2. Write to Jan Boyungs, Secretary of the NAGWS Affiliated Boards of Officials, Central Washington State College, Ellensburg, WA 98926, for a sample copy of an authorized constitution for officials' boards and the *Policies and Procedures Handbook* and application for becoming an affiliated board.
3. At a designated meeting of interested individuals present plans for forming a board.
    a. Choose a name which will permit expansion of function as need may arise; do not limit title to one sport.
    b. From the group, elect a chairperson, chairperson-elect, secretary, and treasurer.
    c. Form an examining committee of at least three members. If any member has been rated elsewhere, such experience should be helpful; such a rating is not necessary, however, except in basketball and volleyball. (See 4 below.) It is suggested that members of the examining committee be examined and obtain ratings from other affiliated boards whenever possible.
    d. Make plans for drawing up a constitution according to the sample copy received from the Secretary of the NAGWS Affiliated Boards of Officials. Plan to devote some time to the study of the rules and to practice officiating. If possible, secure the assistance of some rated official in each sport for which the Board anticipates giving ratings.
4. Send completed application form, two copies of the local constitution, and a check for $5 annual dues (made payable to the NAGWS Affiliated Boards of Officials) to the appropriate person indicated by the Secretary. If *basketball or volleyball* ratings are to be given, an affiliated board must send a list of three persons holding a State, National, Honorary National, or Examiner rating, and a provisional board must send a list of three persons, one of whom must hold at least a State rating. (Include photostatic copies of current rating cards.) A list of three interested individuals must be sent if the board wishes to give ratings in sports other than basketball or volleyball. If, at the end of two years, a board wishes continued affiliated status in any sport, it will be required to have a minimum of three persons with State, National, Honorary National, or Examiner

ratings. (Exception: Gymnastics and Synchronized Swimming.) For continued provisional status, a board will be required to have a minimum of three officials with at least an Apprentice rating. Approval of the application will come from the Past Chairperson of the Affiliated Boards of Officials who will request that examination packets be sent to your Affiliated Board Chairperson for all sports in which your Board is authorized to give ratings. The process of accepting an application for affiliation of a new Board and of requesting that the proper examination packets be sent ordinarily takes several weeks. Prospective Boards, therefore, should file for affiliation at least a month before they wish to hold rating sessions.

5. Administer Form A of the National Theoretical Examination. Form B of the National Theoretical Examination may be administered to those who did not pass Form A. The Intramural Examination may only be given to those candidates pursuing Intramural or Apprentice ratings. Once the Intramural Examination has been administered, the candidate forfeits the option to take either Form A or Form B.
6. To cover expenses involved in the construction and evaluation of written examinations, boards should charge a fee each time an individual takes a written examination. The Affiliated Boards of Officials Treasurer must receive 50 cents for each written examination given by a board. Board fees can exceed 50 cents per test in order to cover operating expenses.
7. Conduct practice sessions in rating officials. All persons on the examining committee who have not previously rated officials should have a minimum of three practice sessions prior to actually rating. Secure the assistance of a rated official in these practice sessions if at all possible.
8. Give practical examinations to individuals who pass the written examination. (Note minimum number of raters required to give various ratings on page 87.)
9. Request appropriate rating cards from the NAGWS National Office for distribution to those who pass the theoretical and practical examination.
10. Send lists of approved officials to schools and other organizations in the area. This notice should indicate the fees for officiating and should give the name, address, rating, and telephone number of each official.
11. Keep accurate lists of all persons receiving ratings. Forward these lists to the chairpersons of the Examinations and Ratings Committees in those sports in which your Board was authorized to give ratings.

VOLLEYBALL STUDY QUESTIONS

1975-77

Revised by The Volleyball Examinations
and Ratings Committee

PART I

Directions

Indicate the official's decision in the following situations, using the key letters in the space provided in front of each question. There is only *one* best answer to each question. Assume that no conditions exist other than those stated in the question.

Key:		
	P – Point	R – Repeat the serve
	SO – Side-out	TO – Team time-out
	L – Legal or play continues	D – Default

Questions

1.____ A ball rebounds off a flat 27-foot ceiling on the first hit and is played again by the serving team.

2.____ Team A lines up to receive the first service of the game with four players in numbered uniforms and two players without numbers on the same uniform.

3.____ The server, while serving, stands 8 feet behind the endline and to the left of the 10-foot marker.

4.____ On the serve, the CF and RF players of the serving team stand close together so they can interchange positions. The official has consistently asked them to move so they are not blocking the view of the serve.

5.____ The serving team requests time-out for substitution. The substitute talks briefly with the coach, the timer's horn sounds, and then the substitute walks onto the court.

6.____ The LB player on the receiving team runs forward to play the ball. The LB sets the ball to the CB, who leaves the floor from a position which is not clearly behind the 10-foot line and hits the ball from above the net forcibly into the opponents' court.

7.____ As the ball is being served, the umpire becomes aware that a substitute on the server's bench makes a derogatory remark to a receiver. The substitute has been previously warned.

8.____ A member of the serving team reports to the scorer for substitution and enters the game as soon as the ball is dead.

9.____The RF of the receiving team jumps to block a spike and the ball rebounds upward off her arms. She jumps and hits the ball a second time.

10.____On the third contact by the receiving team, the ball hits the net forcibly and touches a player of the serving team. The ball does not cross the net.

11.____Player C serves the ball before the referee indicates readiness for play and the serve hits the net.

12.____Player B of the receiving team volleys a ball outside of the court. The returned ball passes over the center of the net and lands on the opponents' sideline.

13.____The referee signals for the beginning of the scheduled game. Team A, which is to receive, refuses to appear on the court and play.

14.____During play at the net, a blocker on the receiving team reaches over the net to block and a spiker on the serving team lands on the center line.

15.____A player on the receiving team jumps up to block the ball and hits the net. At the same time a spiker on the serving team jumps up to spike the ball and lands with one foot over the center line.

16.____Two opposing players simultaneously play the ball above the net and the ball returns to the serving team's court. The player from the serving team who had previously played the ball, then volleys the ball again.

17.____Player B on the serving team reenters the game for the third entry.

18.____The spiker on the serving team drives a spike into Player F of the receiving team. Player F makes two successive contacts in two attempts to play the ball.

19.____Player A receives a high, easy serve with a dig which rebounds high but out-of-bounds toward a sideline that has only 4 feet between it and a wall. Player B is ready to play the ball when it strikes the wall coming down.

20.____The official has warned the coach several times about walking along the sidelines and talking to team players. The coach stands up to shout some directions to the team while they are receiving the serve.

PART II

Directions

Read the questions carefully. Select the *one* item which best answers the question.

21. How many linesmen are required for an official game?
    A. Four – two furnished by each team
    B. Two – two supplied by the home team
    C. Two – one furnished by each team
    D. None – the umpire and referee call the lines.
22. Which of the following is a defaulted game?
    A. An incorrect rotation of service is followed.
    B. Uniforms are numbered only on the back.
    C. The coach is still talking to players after the whistle blows to begin the game.
    D. All team members are not listed in the scorebook 10 minutes before game time.
23. The CF on Team A sprains an ankle. What is the decision?
    A. The official indicates her time-out and allows Team A 5 minutes to tape the ankle.
    B. The official calls time-out and indicates that a legal substitute replace the CF immediately.
    C. The official indicates Team A's time-out and checks with the coach to see if any front line players are available for substitution.
    D. The official does not start the time-out period until quickly assessing the extent of the injury.
24. In a gym with a 26-foot ceiling, lights hang down 2 feet. On the second hit, a player on the receiving team causes the ball to strike one of the lights. The ball rebounds straight down and is sent over the net by the receiving team. Ground rules permitting play off the ceiling have been established. What is the referee's decision?
    A. Award a point to the serving team.
    B. No decision; ball is in play.
    C. Side-out
    D. Replay the point.
25. Which is a duty of the assistant timekeeper?
    A. Sound the horn at expiration of time-out.
    B. Start the timing device when the referee or umpire blows the whistle to indicate time-out.
    C. Sound horn at expiration of playing time.
    D. Sign the scorebook at the end of the match.
26. The serving area behind the endline is 5 feet deep. What is the correct procedure?
    A. The server must stand behind the endline but may step into the court with one foot before serving the ball.
    B. The server may enter both feet into the court as far as the server wants.
    C. The server may enter the court to the depth of one foot when serving.

    D. The server must stay behind the endline.
27. Which of the following is an official volleyball?
    A. Two-colored leather ball
    B. A molded, rubber ball
    C. A 12 paneled leather-laced ball
    D. A molded, leather ball of uniform color
28. Which of the following describes official specifications for the volleyball net?
    A. Uprights are completely outside the court, and the net contains a ¼-inch wire cable at the top and two 2-inch vertical tape markers stretched from top to bottom.
    B. Uprights are completely outside the court, and the net contains a 1-inch wire cable at the top.
    C. Uprights are directly on the sidelines, and ropes are stretched through the top and bottom of the net.
    D. Uprights are directly on the sidelines, and the net is tightly stretched at a height of 7 feet and has two 2-inch vertical tape markers stretched from top to bottom.
29. Which is a duty of the linesmen?
    A. Signal good or out whenever the ball strikes the floor near the linesmen's designated sideline or endline.
    B. Blow whistle and signal when a foot fault has been made.
    C. Bring the game ball to the umpire during time-outs.
    D. Signal "out" when some part of the ball crosses the net outside the tape marker.
30. The opposing CFs contact the ball at the same time and it rebounds into Team B's court. Which is correct?
    A. This is considered the first contact for Team B and they are allowed two more hits.
    B. This is not counted as a hit for Team B and any player other than their CF may now contact the ball.
    C. The hit is considered one contact for only Team A since Team A's hit went into B's court.
    D. The CF of Team B may contact the ball again and this contact would be considered the first contact for Team B.
31. Which of the following is an *illegal* play?
    A. Server steps on the endline at the moment of contacting the ball.
    B. A blocker reaches over the net, keeping the ball from coming to the blocker's side of the court.
    C. A back row player spikes the ball after leaving the floor 12-feet from the net.
    D. A player runs out of bounds to play the ball, sending it to the opponents' court across the center of the net.

32. Lineups have been submitted and teams have been instructed to take their positions on the court. A spiker appears who is not listed in the lineup. What is the correct procedure?
   A. The spiker may change places with the replacement before the game starts.
   B. The spiker must go in as a regular substitute following normal procedures.
   C. The scorekeeper just changes the numbers in the lineup.
   D. The referee permits the spiker to start in the game without counting this as a substitution.

33. At the instant of contact on the serve, which of the following players are out of position?
   A. LF and LB are standing next to one another in the front line.
   B. CF and RF are standing next to one another in the front line.
   C. CB is standing forward of the RF.
   D. RB is standing in the serving area as server for the team.

34. Player A is serving and has made 3 points. It is discovered that Player B of the opponents' team served out-of-turn and made 2 points. What procedure should the referee follow?
   A. All points made by Player B are canceled. A point is awarded to Player A's team. The serving order is corrected on the first dead ball. Player A continues to serve.
   B. All points made by Player B are canceled. The serving order is corrected when Player B's team receives the ball to serve.
   C. There is no loss of points by Player B's team. A point is awarded to Player A's team and on the first dead ball the serving order is corrected. Player A continues to serve.
   D. Points scored by Player B remain. Serving ordered is corrected when Player B's team receives the ball for serve.

35. Which of these plays at the net is *illegal*?
   A. Blocker reaches over the net and misses the spiker's dink.
   B. Blocker blocks the ball and it rebounds into opponents' court.
   C. Blocker contacts the ball on opponents' side of net before opponent who is attempting to play the ball contacts it.
   D. Blocker blocks the ball and then plays the ball again.

ANSWERS AND RULE REFERENCES

Part I

Question	*Answer*	*Rule Reference*
1.	L	10,1
2.	D	4, 2
3.	SO	1, 4; 5, 11; 8, 1f
4.	SO	9, 1e
5.	TO	7, 19d
6.	P	5, 21; 8, 3d, 4c
7.	SO	9, 2f
8.	SO	4, 4a, b
9.	L	7, 14c
10.	P	8, 3b; 8, 2b
11.	R	6, 2a (10) (11)
12.	SO	7, 13a; 4, 3d; 7, 15
13.	D	5, 5
14.	L	8, 3c(2); 8, 3f
15.	R	8, penalty 3; 8, 3b, f
16.	L	7, 14b
17.	L	4, 4e
18.	P	7, 12
19.	R	10, 2a
20.	P	9, 2b

Part II

21.	C	6, 2e
22.	B	4, 2; 5,5
23.	B	7, 19e
24.	D	10, 1
25.	B	6, 2d
26.	C	1, 4; 10, 2b
27.	D	3
28.	A	2
29.	A	6, 2e(4)
30.	D	7, 14b
31.	A	5, 7; 8, 1g
32.	B	6, 2c5
33.	A	4, 3c1, 2
34.	C	7, 8c
35.	C	8, 3c2

Inquiries concerning these study questions or theoretical examination questions should be directed to:

GERTRUDE JENNINGS
145 Hilldale Rd.
Lansdowne, PA 19050

SUMMARY OF MAJOR CHANGES FOR PRINCIPLES AND TECHNIQUES OF OFFICIATING VOLLEYBALL

1. Change in signal to begin service
2. Change in point signal
3. Addition of signal for ball failing to cross net
4. Addition of signal for cancelling the score
5. Change in out-of-position signal
6. Addition of signal for delay of game
7. Revision of the "Art of Officiating" section
8. Clarification of linesmen's positions
9. Scorer entering numbers (only) of substitutes once the match has begun
10. Change to keep hand on net cable throughout play
11. Addition of procedure for handling rule interpretation protest

Techniques of Officiating Volleyball

Revised by the PRINCIPLES AND TECHNIQUES OF OFFICIATING COMMITTEE

The following principles and techniques of officiating volleyball should be observed by all officials.

Note: Sections which have been reworded or clarified are designated by a check (√). Changes in techniques have been indicated by shading.

√POSITION OF OFFICIALS

The referee should be stationed at one end of the net in a position that will give an equally clear view of both courts. This position allows the official to be at least two feet and not more than three feet above the net. Location and height are important; proper position allows the official to follow the play closely on both sides of the net.

The umpire should be stationed at floor level, slightly to the receiving side of court. The umpire may move along the sideline to watch for overlap. The umpire may move close to and, if necessary, under the net when the ball is in play. The umpire must be in a position to see net and center line fouls.

Equipment

1. The official should keep a whistle on a cord around the neck.
2. The official should have a current rulebook at hand for reference.
√3. The official should wear appropriate clothing. The official uniform, a navy blue and white striped tailored shirt, a navy blue skirt or culotte with white shoes and socks, is suitable in most situations. If an official's stand is used, however, it may be advisable for the official to wear slacks, depending upon local custom and upon seating arrangements at the game.

CONTROLLING PLAY

The whistle should be kept in the official's mouth during play, and be removed when speaking. The arm nearer the serving team's side is used for signals. One hand should be placed on the net cable before the serve and throughout the play.

The official should blow the whistle (when necessary), announce the violation, and give the signal in the following situations:

1. *Illegal serve*
    a. When the ball is not given immediate impetus upon contact. (Signal illegal hit.)
    b. When the ball contacts the net. (Signal net foul.)
    c. When some part of the ball fails to pass over or within the markers on the net. (Signal out of bounds.)
    d. When the ball strikes the floor outside the playing court. (Signal out of bounds.)
    e. When the ball strikes an object over the playing court. (Signal out of bounds; signal replay if ground rules so indicate.)
    f. When the server fails to be behind the endline and within the 10-foot service area at the time of contact on the serve. (Signal line foul.)
    g. When a foot fault is made. (Signal line foul.)
2. *Illegal play of the ball*
    a. When the ball is not returned within the opponents' court. (Signal out of bounds.)
    b. When the ball is not returned over or within the net markers. (Signal out of bounds and point to tape marker.)
    c. When the ball is not contacted with a legal hit. (Signal illegal hit.)
    d. When the ball is played more than once (consecutive hits) by any one player except as provided for in the rules on blocking. (Signal more than one hit.)
    e. When the ball is contacted by a fourth player. (Signal more than three hits.)
    f. When the ball is contacted by any part of the body below the waist. (Signal body foul.)
    g. When the ball is contacted by one player while supported by another player or object. (No visual signal.)
    h. When the ball is caught or touched by a player, either on or off the court, before it touches the floor or other out-of-bounds object. (Signal good.)
3. *Illegal play at net*
    a. When the ball is held or pushed against the net. (Signal illegal hit.)
    b. When the net is touched by any part of the body. No foul shall be called if the ball is driven into the net with such force that the net contacts a player on the opposing team. (Signal net foul.)
    c. When the player reaches over the net to play the ball in an illegal manner. (Signal reaching over net.)
    d. When the player reaches under the net in an illegal manner. (Signal net foul.)
    ✓ e. When there is a center line foul. (Signal line foul.)

4. *Ball played from an illegal position.* (Signal player out of position.)
   a. When any player fails to be in correct position during contact at the serve.
   b. When a back line player blocks or spikes from a position which is not clearly behind the 10-foot line.
   c. When a back line player plays the ball over the net from a position which is not clearly behind the 10-foot line at a height greater than the top of the net.
5. *Player enters game illegally.* (No visual signal)
   a. When a player fails to follow correct substitution procedure.
   b. When player enters the game for the fourth time.
   c. When player re-enters game after being disqualifed.
6. *Game delayed.* (Signal delay of game.)
   a. When excessive time is consumed before the ball is served.
   b. When a team takes more than the two allotted time-out periods.
   c. When a team fails to be ready to play at the beginning of each game.
   d. When any act is done in a manner to deliberately delay the game.
7. *Repeating play.* (Signal replay.)
   a. When players on opposing sides commit a foul simultaneously.
   b. When a foul is committed by a player at the net in the same play in which an opponent also commits a foul, even if the fouls do not occur at the same instant.
   c. When a player serves before the referee [illegible] to play prior to each serve unless the unauthorized serve touches the net or lands out of bounds. (Signal illegal hit.)
   d. When the official sounds the whistle by mistake or there is outside interference in the play action.
   e. When the ball strikes the ceiling or apparatus [illegible] in height or when it strikes an obstruction or wall within 6 feet of the sides of the court if Rule 10, Ground Rules, are established.
8. *Time-out.* (Signal time-out.)
   a. When a coach or team captain requests time-out.
   b. When the scorer or timer notifies the official.
   c. When an injury occurs.
   d. When any unforeseen problem occurs.
   e. When a coach, captain or incoming substitute requests a substitution, the official should signal and announce "Time-out, substitution."

√The referee, after determining that both teams are ready to play, shall blow the whistle and signal the Right Back to begin service.

One hand should immediately be placed on the net cable to indicate that the ready signal has been given.

Arm signals should interpret the events of the game and should be held long enough for players, coaches, scorers, timers, linesmen and spectators to see. It is recommended that the official blow the whistle (if necessary), signal, announce the foul and then declare *point* or *side-out* with an arm signal accompanying the verbal announcement.

Most signals can be demonstrated with the use of one hand. In some instances it may be necessary for the referee to visually indicate the offending team.

Signals (as illustrated on back cover)

[redacted]

√2. *Side-out.* Raise the arm sideward, fingers extended toward the team that has been serving. Keeping the arm parallel to the floor, bring the arm across the front of the body in a semi-circle, finishing with the fingers pointing toward the team that will receive the ball for service.

[redacted]

4. *Ball contacted more than three times.* Raise arm vertically with four fingers extended.

√5. *More than one consecutive hit.* Raise arm vertically overhead with two fingers extended. (See Rule exceptions, Rule 7, Sections 12 and 14C.)

6. *Line foul.* Point open hand toward center line (or end line).

7. *Contact with net.* Using the signal hand, touch the net near the top of the side nearer the offending team.

[redacted]

10. *Illegal hit.* Raise the signal hand in front of the body, palm forward, elbow bent. Move the hand forward in a slight arc as in a pushing motion. (After the illegal hit signal, the official may desire to use another signal which would visually simulate the foul.)
11. *Replay.* Cross both arms in front of the chest, hands to the opposite shoulder.
12. *Cancel the score.* Using a sweeping motion, repeatedly cross and uncross the arms at hip level.
13. *Body foul.* Move the signal hand across the body and touch the opposite hip.
14. *Ball landing out of bounds.* Raise the signal hand, thumb up over the shoulder to indicate *out.*

√15. *Ball landing good or play ceases without a foul.* Hold signal hand palm down, fingers extended, to indicate *in.*

√16. *Touches on balls landing out-of-bounds.* Brush palm of signal hand with fingertips of other hand.

17. *Out-of-position.* Raise both hands, palms facing body. Alternately move the hands forward and back.
18. *Begin service.* Simultaneous with whistle, use signal hand to beckon the Right Back with a sweeping motion. Place one hand on the net cable.
19. *Delay of game.* Clasp the hands together; hold high in front of body.

The Art of Officiating

1. Arrive early enough to observe the warm-up period. Observe the skill level of the players. Sharpen your reaction time.
2. Make an effort to meet coaches, captains and teams before the game to establish a friendly atmosphere.
3. Be alert. An illegal hit can occur with all playing techniques. Concentrate on the player's hands or arms as the ball makes contact with the player. Give decisions quickly and accurately.
4. Evaluate ball handling at the same level throughout the match.
5. Maintain a pleasant attitude toward both teams.
6. Display a sense of humor appropriate to the situation.
7. Enforce rules without partiality and with consistency throughout the match.
8. Be quietly efficient. Be firm, pleasant, knowledgeable and courteous.
9. Command respect without being over officious or intimidating.

√10. Immediately identify infractions of the rules correctly by name and signal.

11. Learn to distinguish back line players by checking player positions preceding the service and following the play.

12. Execute signals that are clear, understandable and sustained. Any additional signal used should clarify and not confuse.
13. Ensure whistle tone is crisp, not used excessively, and has variations in tone to denote various meanings.
14. Demonstrate variety in voice inflection. The voice should have firmness and be direct and responsive but not demanding or intimidating.
15. Accept constructive criticism gracefully.

Preliminaries for the Game

1. Arrive at the game 15 to 20 minutes ahead of time.
2. Introduce yourself to those who are in charge of the game.
3. Inquire about or establish local ground rules.
4. If both officials have equal ratings, consult the captains to determine if there is a preference as to which official starts the first and third games.
5. If one official has a higher rating, that official shall serve as the referee for the entire match; the official with the lower rating shall umpire.
6. Check the playing area to see that the net is the proper height and that it is as taut as possible.
7. Inspect the ball to see that it is a spherical molded leather ball, uniform in color, and is properly inflated. (A rubber-cased ball is acceptable outdoors.)
8. Check that both teams are in proper uniforms (numbers, likeness of color, no special identification of players, etc.)
9. Meet with the captains to decide which team will furnish the official scorer and which team will furnish the official timer.
10. Make sure that the scorer and timer are located in a position for maximum communication and efficiency. See that there is a scoreboard and timing device visible to teams and spectators and that someone is assigned to the operation of each.
11. Meet the linesmen and review their duties, which are the following:
    a. Assist the referee in calling balls landing near the lines or passing over the net near the tape markers.
    b. Assist umpire and scorer in seeing that players follow the serving order according to the lineup.
    ✓c. Assist the referee in making decisions related to foot faults in serving.
    d. Assist the referee, when requested, in calling touches on balls landing out-of-bounds.
    e. Hold the game ball during time-out for rest when the team on the linesman's court has the serve.

Linesmen shall have whistles and pencils. When two linesmen are used, they shall be positioned on opposite left back corners of the court, out of the way of play but in line with the server. They should move in order to clearly see one endline, one sideline and the net marker. When four linesmen are used, they are placed at all four corners of the court. The linesmen on the left back corners have responsibility for the sidelines. The linesmen at the right back corners have responsibility for the endlines. All four linesmen have responsibility for the tape marker if the ball is being played on their side of court.

√12. Review the official scoring procedures, the substitute rule, and the signals used by officials. Instruct the scorers to notify the referee on the first dead ball after the occurrence of the following:

- a. A team fails to submit the name and number of all players.
- b. A team fails to follow proper serving and rotation order.
- c. A game has been completed on the basis of score.
- d. Eight points have been scored by one team in the third game of the match.
- e. An incoming player has failed to report to the scorer, has entered the game a fourth time, or is illegally substituted in any other way.
- f. A team has taken a third time-out.
- g. There is a disagreement concerning the score.

The scorers should provide the umpire and linesmen with an official lineup of each team. The numbers of the substitutes are to be entered in the scorebook after time-out for substitution has been called by the official. The official scorer shall keep the official record, score the match, and signal the referee as necessary. The assistant scorer shall check on the official scorer.

√13. The team which does not provide the official scorer must provide the official timer, who shall operate the official timing device and the timers' horn. The timing device shall be clearly visible to both timekeepers. The official timer shall –

- a. Start official timing device when server contacts ball.
- b. Stop official timing device when ball is dead or when the referee or umpire blows whistle to indicate time-out.
- c. Sound horn at expiration of time-out.
- d. Sound horn at expiration of playing time. If the ball is in the air at the expiration of playing time, the timekeeper shall not sound the horn until the ball is dead and *point* or *side-out* is declared.
- e. Inform the referee when four minutes of actual playing time have elapsed in the third game of a match.
- f. Sign scorebook at end of match.

The assistant timekeeper shall be responsible for the device used to measure time-out and the three-minute period between games.

14. Discuss briefly with the umpire the specific duties for assisting in making decisions on players who cross the center line, touch the net, etc., or by doing anything else requested by the referee.

The umpire shall take the position on the floor, on the opposite side of the court from the referee. In addition, the umpire shall –

a. Move onto the court and check the line-up of both teams before the start of each game.
b. Assist the scorer in verifying that players are in their proper serving order before the serve. (It is recommended that the umpire hold a line-up card in the non-signal hand.)
√c. Watch the receiving team for players out of position at the time of service.
d. Change sides of the net as side-out is called.
√e. Call fouls that cannot be seen by the referee.
f. Call out-of-position fouls. Assist referee in identifying back line players playing illegally at the net.
√g. Call fouls occurring on the umpire's side of the court.
h. Concentrate on play at the net and center line.
i. Blow the whistle, if necessary, to stop play and announce the decision.
j. Repeat referee's arm signals for point and side-out.
k. Call time-out for substitutions.
l. Check the scorebook during time-out for test; see if scorer has any questions and see that the visual scoreboard agrees with the scorebook.
m. Sign scorebook at end of match.

15. Introduce the captains. Toss a coin to determine choice of court and first serve. The winner of the toss has the first choice.
16. Give team members an opportunity to ask questions on rule interpretations, local boundaries, ground rules, and other matters before the game is started.
17. Encourage honor calls. Players should be encouraged to call their own fouls, particularly on close net plays and in cases involving difficult decisions. However, the official is encouraged to make decisions on honor calls and to overrule if the player's decision is incorrect.
18. Before starting the game, signal the teams onto the court, wait for the umpire to check each team's serving order, and then call "Captains ready?" Make sure umpire, linesmen, scorers and timers are ready. Toss the ball to the first server and indicate readiness to serve by signal and whistle.

19. The referee is also responsible for the following:

a. Placing a hand on the top net cable.
b. Deciding when teams are ready for each service.
√c. Watching the serving team for players out of position at the time of service.
d. Calling time-out and time-out for substitution. Encourage the player leaving the court to stand at the sideline with hand raised so that linesmen and umpire may identify the number. As the substitute enters the court, the outgoing player exits at the sideline.
e. Making decisions on violations of the rules from the time the game begins until the scorebook is signed. The decisions shall relate to acts on or off the court during playing time, time-out, or between games.
f. Warning, declaring side-out or point if any coach or substitute flagrantly abuses the privilege of coaching from the sidelines.
g. Making decisions on points not specifically covered in the rules.
h. Carrying out all responsibilities as official in charge of the game.
i. Making the final decision in case of opposing calls by officials.
j. Handling any rule interpretation protest during the match. The referee shall write all of the facts concerning the rule interpretation protest. In addition, the referee shall make official note of the score, playing areas, server, players and relative positions at the time of the protested play. Both coaches and the referee should sign the protest. The game shall then proceed.

Procedures at the End of the Game

√1. The referee's whistle should recognize the timekeeper's horn at the end of the game, and the referee should call, "Time-out, officials." Signal teams to take a position on their respective endlines.
2. The umpire shall check the scorebook and notify the referee if the game is completed. If there is any discrepancy in the score, the umpire shall notify the referee, who shall then come to the scorer and make the final decision as to what action shall be taken.
3. If the game is completed, the referee should announce "Game" and signal teams to change ends of court. If the match is completed, announce "Match" and signal teams to congratulate each other in the center of the court.

4. The referee should announce the score after it has been checked if it does not agree with the visible scoreboard.
5. The referee and umpire should answer questions by scorekeepers and timekeepers and provide necessary instructions at the end of each game.
6. The referee, umpire, official timer, and official scorer should sign the scorebook at the end of the match.

Questions concerning officiating techniques in volleyball should be directed to:

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PREFACE TO RULES SECTION

Based upon the returns of the 1973-75 Questionnaire on Experimental Rules, the NAGWS (formerly DGWS) Volleyball Rules Committee has accepted the Experimental Rule 2 and rejected Experimental Rule 1. While much favor was expressed for acceptance of the rule allowing blockers to reach over the net, there seemed to be little substantial evidence to change completely the NAGWS rule to allow playing the ball off of low ceilings. Consequently, the 1973-75 Volleyball Rules Committee has found it more appropriate to develop a new rule, Rule 10, Ground Rules, in which provisions are stated for allowances to be made according to certain conditions which must be met in regard to play off of low ceilings and overhanging obstructions.

In addition to these two rules situations, the current NAGWS Volleyball Rules Committee has effected some minor changes and clarifications of the 1973-75 NAGWS Volleyball Rules listed at the end of this article. Significant changes and revisions are indicated by an asterisk (*) in the main body of the rules. The method of scoring has also been changed to allow for more efficiency in keeping the scoring record.

The committee has considered several other requests for changes in the rules, but has not made changes relative to the following:

1. Antennas. The committee believes that the adding of antennas could be problematic from the standpoint of extra equipment, and their value has not been sufficiently established. Their location also has not been determined through controlled experimentation.

2. Four-inch Centerline. The committee did not adopt this rule, as there is some testimony from other groups that have used a line of this width which indicates that injury has increased.

3. Timed Games. Since the scheduling of facilities is often a problem, it seems necessary to retain the time limit in order that game lengths can be anticipated with some accuracy. Timed games also facilitate the running of tournaments.

4. Games Per Match. The committee decided not to adopt the three out of five game length for a match predominately because the shorter match accommodates play under tight scheduling of facilities and enables a team to play more matches per day than the longer match would permit. If more competition with an individual team is desired, more than one match can be played against the same team on a given day.

The committee wishes to receive suggestions for the rules and will continue to consider all comments submitted.

CLARIFICATION OF RULE CHANGES FOR 1975-77

Rule 1

1. The official height of the court has been increased to 30 feet. For situations involving gymnasiums with ceilings and overhanging obstructions lower than 30 feet, Rule 10, Ground Rules, has been developed.
2. For situations that involve play on courts with less than six feet of unobstructed clearance extending from either or all boundary lines, Rule 10, Ground Rules, carries suggestions for establishing appropriate ground rules procedures.
3. A portion of this Section of Rule 1 is now covered in Rule 10, Ground Rules.
4. Without an imaginary extension of the 10 foot line, the rule that back line players cannot spike or block could be abused. Therefore, the imaginary extension has been added.

Rule 4

The first three sections of this rule have been reorganized to improve the grammatical construction and to clarify the necessity for uniforms being identical for all team members.

3.b. This section has been moved to Rule 7, Section 4.

4.a. The recognition of a request for substitution must result in a substitution.

e. Allowing three entries into the game provides consistency with USVBA and NFSHSA rules.

Rule 5

2. Block. This definition has been reworded in order to clarify more specifically the definition of the block.

5. Defaulted Game. The situation of a defaulted game now includes failure to appear for a match, in addition to all other conditions heretofore described. An option to use 15-0 as opposed to 2-0 is offered where such a score may benefit the winning team as in the case of league standings or poor play.

21. Spike. Interpreting the double foul, the spike must be executed legally, and therefore, unless the spike is legally executed, subsequent penalties may not be imposed.

Rule 6

2.a.(11) This rule has been clarified to require that the server who fails to wait for a signal to serve is penalized if her unauthorized serve touches the net, lands out of bounds or the server commits a foot fault.

c.(3) The coach, manager, or captain are responsible for the accuracy of the players' serving orders and numbers as listed in the scorebook prior to the beginning of the match.

(5) It was requested that there be some definite time period after which no change could be made, and the committee believed that this was a reasonable solution.

3. Decisions. The rules interpreter cannot know whether or not the protest is accurate unless the coach and official both verify the conditions of the protest.

Rule 7

9. and 12. Playing the Ball. In receiving a hard hit ball, such as a hard driven spike, it is usually impossible to receive the ball without successive contacts and this change is consistent with USVBA and international rules.

19. c. The time for substitution begins when the request is made to the official and ends when the substitute takes her position on the court.

Rule 8

3. c. This section has been reworded to be consistent with acceptance of the rule allowing reaching over the net to block.

Rule 9

2. a. Whereas coaching from the sideline is being recognized as being legal, a coach must not interfere with the play in a disruptive manner and the committee believes that the coach should remain seated.

OFFICIAL VOLLEYBALL RULES FOR GIRLS AND WOMEN

Rule 1. Playing Area

*1. COURT. The playing surface shall be a rectangular court 60 feet long and 30 feet wide, including outer edge of lines, free from obstructions, and having a height of 30 feet or more which is free from apparatus or other obstructions or projections. Where there is not a height of at least 30 feet, ground rules may be established to permit playing the ball from the ceiling. (See Rule 10).

2. BOUNDARY LINES. The boundary lines of the court shall be two inches in width. Lines shall be at least six feet from walls or any obstructions, or ground rules must be established. These lines on the short sides of the court shall be termed the endlines; those on the long side, the sidelines. (See Rule 10.)

3. CENTER LINE. There shall be a center line, two inches in width, parallel to and equidistant from the endlines.

4. SERVING AREAS. The serving areas shall be a minimum of six feet in depth back of the endlines and within 10 feet of the imaginary extensions of the right sidelines. Two lines, six inches long by two inches wide, shall be drawn beginning eight inches behind and perpendicular to the endline to designate the serving area; one of these lines will be on the imaginary extension of the right sideline and the other will be 10 feet to the left of this (See Rule 10.)

*5. TEN-FOOT LINE. There shall be a 10-foot line two inches in width, 10 feet from the center line and parallel to the endlines, and having an unlimited imaginary extension. Measurement of the 10 feet shall be from the middle of the center line to the middle of each 10-foot line.

6. VISIBLE SCOREBOARD. A visible scoring device shall be part of the equipment for an official game. The scoreboard shall be in a position which is visible to the teams and spectators.

7. VISIBLE TIMING DEVICE. A visible timing device shall be part of the equipment for an official game. The timing device shall be in a position which is visible to the teams and spectators.

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*Indicates significant change or revision.

Rule 2. Net

The net shall be three feet wide overall and 32 feet in length when stretched. It shall be made of a four-inch square mesh of black or dark brown No. 30 thread. The net shall be bound top, ends, and bottom with ¼-inch manila rope. A double thickness of white canvas, two inches wide, shall be sewn to the top of the net, through which shall be run a wire cable ¼-inch in diameter. The net shall be tightly stretched by the four corners between walls or uprights which are entirely outside the court, and it shall cross the court midway between the endlines and parallel to them. The cable shall be drawn tightly. The top of the net shall be level and measure 7 feet 4¼ inches to the ground.

A vertical tape marker shall be placed on the net at a point directly above each sideline. The marker shall be two inches in width and shall extend from the top to the bottom of the net.

Rule 3. Ball

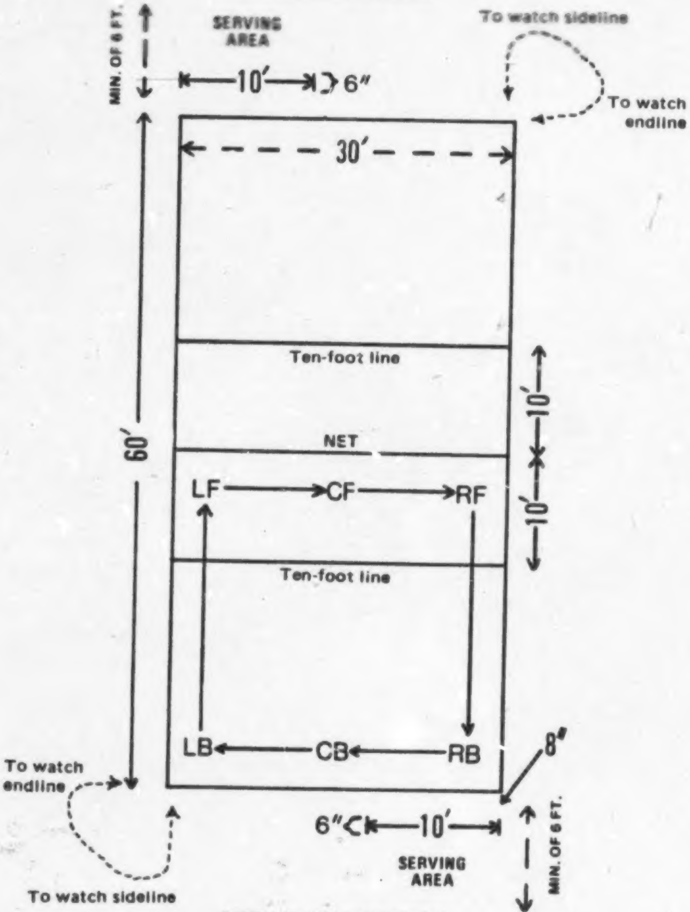
The ball shall be spherical and have a molded leather cover that is uniform in color. It shall measure from 26 to 27 inches in circumference, weigh from seven to nine ounces, and be inflated with five to seven pounds of air pressure. For outdoor use, a rubber-cased ball is acceptable, providing it meets all specifications of the leather ball.

Rule 4. Teams

1. NUMBER OF PLAYERS. In all official matches, teams shall be composed of six players. A team may not begin with fewer than six players. If for any reason a team is reduced to fewer than six players, the game shall be defaulted.
2. UNIFORMS. All players of a team must be in identical uniforms while playing. Each player must have clearly visible numbers on the front and back of her playing uniform. Should a team fail to have proper numbers, the game will be defaulted.

*3. POSITIONS. The positions shall be known by name, as indicated in the court diagram on page 113 (i.e., left forward, center forward, right forward, left back, center back, and right back).
   a. The right back player of the serving team shall be the first server of the game; thereafter, the player rotating from the right forward to the right back shall be the server.
   b. At the instant of contact on the serve all players must be within their own court with the exception of the server, who is serving from the out-of-bounds area. The feet of all players must be clearly beside the feet of those persons who are in adjacent positions on the same row or clearly in

VOLLEYBALL
COURT DIAGRAM



SERVING AREA
MIN. OF 6 FT.
10′
6″
To watch sideline
To watch endline
30′
60′
Ten-foot line
NET
10′
10′
LF
CF
RF
Ten-foot line
LB
CB
RB
8″
To watch endline
6″
10′
SERVING AREA
MIN. OF 6 FT.
To watch sideline

METHOD OF ROTATION

front or behind the feet of respective front or back line players.

(1) Each forward line player must be ahead of her respective back line player; overlapping may not occur in a forward to backward direction between the LB and LF, the CB and CF, or the RB and RF.

(2) Each player must be in the correct serving order on her respective front or back line. Overlapping may not occur in a sideward direction between the LF and CF, the CF and RF, the LB and CB, or the CB and RB.

(3) All other overlapping is legal.

c. After the ball is contacted on the serve, the players may move from their respective positions.

4. SUBSTITUTION. The following conditions govern the substitution of players:

*a. The coach, captain, or incoming substitute may make a request for substituion from the referee or the umpire only when the ball is dead. Time-out for substitution must be obtained prior to the substitute reporting to the scorer. Once the request for substitution has been recognized, a substitution must occur. The substitute who reports to the scorer must enter the game.

b. The substitute must report to the scorer, giving her number, and the number of the player for whom she is substituting. If a player fails to report to the scorer, she is considered legally substituted after the penalty of point or side-out has been awarded.

c. The incoming player must take the position and place in the serving order of the player for whom she is substituting. No change shall be made in the order of rotation.

d. A player who re-enters the game shall be in her original position in relation to her teammates and must retain her original serving number, except as stated in f. of this section.

*e. A player shall not enter the game for the fourth time. Starting the game counts as an entry.

f. Substitutions may be made at any time in case of injury. If through injury a player is unable to continue and all substitutes have entered the game, the injured player may be replaced under the following conditions:

(1) The substitute was not in the game at the time of the injury.

(2) The substitute has not already entered the game three times although she may have played in a different position in the serving order.

(3) The injured player does not reenter during the remainder of the match.

g. In case of an illegal substitution, if the team in error is serving when the error is discovered, all points scored by the team in error must be cancelled, and side-out shall be called. If the opponents have already served, the offending team shall incur no loss of points, but point or side-out shall be awarded in favor of the team offended.

Rule 5. Definition of Terms

1. ACTUAL PLAYING TIME. Time which elapses from the contact on service to the point at which the ball is dead. The accumulation of eight minutes of actual playing time constitutes a game.
2. BLOCK. A defensive play in which player(s) place hand(s) above the net in an attempt to interfere with the flight of the ball which is being returned by the opponents.
3. BODY FOUL. Ball touches any part of player below the waist.
4. DEAD BALL. Ball that is temporarily out of play.

*5. DEFAULTED GAME. Occurs when a team fails to appear, has fewer than six players, does not have visible numbers (front and back), or refuses to play when instructed to do so. The score of a defaulted game is 2-0 or 15-0, if this score would be more advantageous to the winning team.

6. DOUBLE FOUL. Faults committed simultaneously or on the same play by players on opposing teams.
7. FOOT FAULT. Server steps on or over the end line at the moment she contacts the ball.
8. FOUL. A fault for which a point or side-out is awarded.
9. ILLEGAL HIT. Ball visibly comes to rest momentarily on any part of the body above and including the waist. This applies to all techniques used in playing the ball.
10. LEGAL HIT. Ball that is given immediate impetus with any part of the body above and including the waist.
11. LEGAL SERVE. Putting ball into play over the net into the opponents' court by a player positioned within the serving area.
12. MATCH. Contest between two teams in which the team first winning two games is declared the winner.
13. OPPONENTS' COURT. Playing area occupied by a team's opponents.
14. OUT-OF-BOUNDS. Any surface or object outside the court except a player in the act of playing the ball.
15. OWN COURT. Playing area occupied by one's own team.
16. POINT. Scoring unit awarded to serving team for an infringement of a rule by the receiving team.

17. ROTATION. Act of shifting positions in a clockwise direction as shown in the court diagram on page 113.
18. SERVING ORDER. Sequence of service of a team's players which coincides with the official method of rotation.
19. SIDE-OUT. Decision following the infringement of a rule by the serving team at which time service is awarded to the opposing team.
20. TERM OF SERVICE. Server continues to serve until side-out is called.
21. SPIKE. A legally played ball (other than a serve) which is hit forcibly from a height greater than the top of the net.
22. TIME-OUT. Temporary suspension of play for the purpose of rest, substitution, injury, or use by officials.

Rule 6. Officials and Their Duties

1. OFFICIALS. The officials shall be a referee, an umpire, two timekeepers, two scorers, and two or four linesmen. Only the referee and umpire change duties (provided they have equal ratings) during the match.
2. DUTIES.
   a. There will be one referee who shall –
      (1) Toss a coin to determine choice of court or first serve.
      (2) Take a position at one end of the net at a height which permits her to view the game from two to three feet above the net.
      (3) Watch the serving team for illegal positioning at the time of the serve.
      (4) Decide whether a ball is in play or dead.
      (5) Decide whether a point or side-out has been made and indicate decision with arm signal and verbal announcement.
      (6) Impose penalties for all violations of the rules.
      (7) Blow the whistle for time-out.
      (8) Recognize substitutes and call time-out for substitution.
      (9) Decide whether both teams are ready to play or whether sufficient time has elapsed so that they should be in position.
      (10) Control the play by blowing the whistle and/or signaling to indicate readiness to play prior to each serve.
      *(11) Order the play repeated should the serve occur before any indication is given to the server unless the unauthorized serve lands out of bounds, touches the net or the server commits a foot fault.

(12) Call fouls and blow the whistle if necessary when a foul has been made.

(13) Make decisions on violations of the rules from the time the game begins until the scorebook is signed. The decisions shall include acts on or off the court during playing time, time-out, or between games.

(14) Check the score and if it is not in agreement with the visible scoreboard, announce the score at the end of each game.

(15) Make decisions on points not specifically covered in the rules.

(16) Carry out responsibilities as the official in charge of the game.

b. There will be one umpire who shall –

(1) Take a position on the floor close to the net on the side of the receiving team and on the opposite side of the court from the referee.

(2) Watch the receiving team for illegal positioning at the time of the serve.

(3) Call fouls that cannot be seen by referee.

(4) Call fouls occurring on her side of the court.

(5) When necessary, blow the whistle to stop play and announce a decision.

(6) Follow the referee's arm signal for point or side-out.

(7) Blow the whistle for time-out and recognize substitutes for substitution.

(8) Sign the scorebook at the end of match.

c. *Scorers.* There shall be two scorers, one furnished by each team. One of the scorers shall be official and keep the official record and score of the match. The official scorer shall be provided with a horn with which to signal. The other scorer shall serve as an assistant and check on the official scorer as well as operate the visible scoreboard. The choice of having the official scorekeeper shall rest with the home team.

The scorebook shall remain on the scorers' table throughout the match. There shall be no change of scorers at any time during the match except in the case of inefficiency.

The official scorer shall –

*(1) Take position at the scorer's table.

(2) Keep the official score of each game of the match.

*(3) Before each game see that the manager, coach or captain or each team enters into the scorebook the names and numbers of players in their serving order, the

names and numbers of substitutes, and the name of the person designated as captain.

(4) Provide each linesman and the umpire with an official lineup of each team, indicating the numbers of players in correct serving order.

*(5) Instruct players to take their positions on the court and permit no changes in the lineup submitted after this time unless procedures for substitution are followed.

(6) Check to see that players follow the proper serving and rotation order.

(7) Sound horn when ball is dead to inform the referee when –

  (a) A team does not follow the proper serving and rotation order.
  (b) A game has been completed on the basis of score.
  (c) Eight points have been scored by one team in the third game of a match.
  (d) The captain, coach, or incoming substitute requests time-out for substitution.
  (e) A player substitutes illegally.
  (f) A team takes more than two time-outs for rest.
  (g) There is disagreement concerning the score.

(8) Sign scorebook at end of match.

d. *Timekeepers.* There shall be two timekeepers, one furnished by each team. One of the timekeepers shall be official and shall operate the official timing device and timer's horn throughout the match. The team which does not have the official scorer shall have the official timekeeper.

The official timing device shall be used for the playing time and shall be placed so that it is clearly visible to both timekeepers. The assistant timekeeper is responsible for the timing device which is used to note the time for time-outs and the three-minute period between games.

The official timekeeper shall –

*(1) Take position on the same side of the court as the scorer along with assistant timekeeper.

(2) Start official timing device when server contacts the ball.

(3) Stop official timing device when the ball is dead.

(4) Stop official timing device when the referee or umpire blows whistle to indicate time-out.

(5) Sound horn at expiration of time-out.

(6) Sound horn at expiration of playing time. If the ball is in the air at the expiration of playing time, the time-

keeper shall not sound the horn until the ball is dead and point or side-out is declared.

(7) Inform the referee when four minutes of actual playing time have elapsed in the third game of a match.

(8) Sign the scorebook at the end of the match.

e. *Linesmen*. There shall be two linesmen, one furnished by each team. Linesmen may be used on all four corners when deemed necessary:

The linesman shall –

(1) Be positioned on the opposite corners of the court, out of the way of play, across court from and in line with the server (unless facilities prohibit this location).

(2) Clearly see one endline and one sideline.

(3) Adjust her position during play to have always the clearest possible view of the line on which a violation is likely to occur.

(4) Signal good or out, using signals recommended for umpire and referee, whenever the ball strikes the floor near these lines.

(5) Signal "out" when the ball crosses the net completely outside the tape marker.

(6) Assist the scorer in seeing that players follow the serving order according to the lineup received from the scorers.

(7) Assist the referee, when requested, in making decisions related to faults in serving.

(8) Sound the whistle, if necessary, to stop play to give a decision related to her responsibilities.

(9) Hold the game ball during time-out for rest when the team on her court has the serve.

3. DECISIONS

a. Matters of fact. Decisions of the officials as to matters of fact are final. In case of opposing calls by the officials, the referee has the right to make the final decision.

b. Interpretation. The captain must question a decision involving interpretation of a rule at once, if a protest is to be filed later.

c. Protests. When a question pertaining to interpretation of the rules has not been settled but is to be carried to higher authority for decision, exact details of the game situation, including all players and their positions at the time of protest, with a clear description of the situation in question, shall be put into writing immediately. The game shall proceed as directed by the referee, who shall, at the end of the game, make a report of the protest to the rules interpreter. The protest to be valid, must be signed by the referee and the coach who initiated the protest.

Rule 7. Playing the Game

1. THE GAME. A game is completed when (a) one team scores a total of 15 points or (b) eight minutes of actual playing time have elapsed. The winning team must have at least a 2-point advantage. If a team is not 2 points ahead when 15 points have been scored, or after eight minutes of actual playing time, play continues until one team is 2 points ahead
2. SCORING. One point shall be awarded to the serving team for the infringement of any rule by the receiving team.
3. CHOICE OF COURT. A coin shall be tossed for the two captains. The winner of the toss may choose to take either the first service during the first game, or her choice of own court; the loser then takes whatever choice is left. At the beginning of subsequent games, the team that received first in the previous game shall have first serve in the following game.

*4. BEGINNING PLAY. At the start of each game and after each dead ball, the ball shall be put in play by the player in the right back position from within the serving area of her own court. The server shall serve within the serving area and not touch the lines bounding this area or the floor outside of this area at the instant the ball is contacted on the serve. A part of the server's body may be in the air over or beyond these lines.

5. SERVING*ORDER. The serving order must be followed by both teams. All six players must be included in any serving order.
    a. Each player has one term of service each time the proper serving order is repeated.
    b. Service shall alternate as side-out is called.
    c. Whenever a service is interrupted by time-out or exchange of courts in the third game, and not ended by side-out, the player is not considered to have completed her term of service.
6. ROTATION. Rotation does not occur until the first server from both teams has completed her first term of service. Thereafter, the team receiving the ball for service shall immediately rotate positions as indicated in the diagram on page 113.
7. LEGAL SERVE. The server may –
    a. Hit the ball directly off the holding hand.
    b. Hit the ball after tossing it from the holding hand.
    c. Hit the ball with one or both hands, opened or closed.
    d. Hit the ball with the arm(s).

8. SERVING OUT OF TURN.
   a. If a player serves out of turn, side-out shall be called as soon as the mistake is discovered, and any points made on the service before the error was discovered shall be cancelled. The serving order shall be corrected immediately.
   b. If the mistake in serving occurs and is not discovered until after the opponents have gained the ball for service, but before they have begun to serve, the game shall be stopped, and all points made by the improper server shall be cancelled. The serving order shall be corrected immediately.
   *c. If the mistake in serving order occurs but is not discovered until after the opponents have served, there shall be no loss of points, but point or side-out shall be awarded in favor of the team offended. On the first dead ball, the serving order shall be corrected immediately.

9. PLAYING THE BALL. The ball must be given immediate impetus at contact. A player may not hit the ball twice in succession except as stated in sections 12 and 14b and c of this rule. In playing the ball, a player may use any part of the body above and including the waist.

10. NUMBER OF CONTACTS. The ball may be contacted a total of three times by a team before it is sent over the net.

11. SIMULTANEOUS CONTACTS. If two or more players of the same team contact the ball simultaneously, it is considered one play, and players involved may participate in the next play. This next play should be counted an additional contact.

*12. SUCCESSIVE CONTACTS. A player may make successive contacts of a hard driven spiked ball provided the successive contacts constitute one attempt to play the ball.

13. BALL CROSSING THE NET.
   a. Some part of the ball must pass over either one of the markers on the net or within the two markers.
   b. If the ball touches the net on the return, it must touch the net on or between the markers and go over into the opponents' court.
   c. A ball, except a service, striking the net and going over is still in play.
   d. The ball may be played when any part of it has crossed the top of the net. It is not essential for the entire ball to be on a player's side of the net before it is played.

14. NET PLAY.
   a. A ball other than a service may be recovered from the net provided the player avoids touching the net.
   b. If two or more players from opposing teams contact the ball simultaneously above the net, any of the players involved are

eligible to participate in the next play which shall be considered the first of three contacts allowed to the team.

c. If one or more player(s) is attempting to block and is contacted by the ball, this player is eligible to participate in the next play, which shall be considered the second contact for that team.

15. BALL TOUCHING BOUNDARY LINE. A ball touching a boundary line is good.

16. DEAD BALL. The ball is dead –
    a. After an official's decision which temporarily suspends play due to an infringement of a rule.
    b. When the ball strikes the floor within the boundary lines of the playing court.
    c. When the ball strikes the floor or an object outside the playing court.
    d. At any time deemed necessary by the referee or umpire.

17. EXCHANGE OF COURTS. At the end of each game of the same match, teams shall exchange courts. In the case of a third game being played, teams shall exchange courts after one team has scored eight points, or the first time the ball is dead after four minutes of play, whichever occurs first. The order of rotation shall not be altered with this exchange of courts.

18. CHANGING POSITIONS. At the beginning of a new game, the players may be rearranged in their positions. The scorers, umpires and linesmen shall be notified of change in positions of players and serving order.

19. TIME-OUT.
    a. Time-out may be called by either the referee or the umpire.
    b. Time-out shall not be called when the ball is in play except in the case of an injury to a player. When this occurs the play must be repeated.
    c. Time-out for rest may be requested by the coach or team captain at any time the ball is dead. This time-out shall not exceed one minute. During this time-out period, the players may leave the court in order to confer with their coaches at or near their benches. Only two such time-out periods are permitted each team during a game without penalty.
    d. Substitution. A maximum of 15 seconds is allowed for substitution. This period begins with the request for the time-out and ends when the substitute is in position on the court. When both teams wish to substitute, a maximum of 15 seconds shall be allowed each team. If either team consumes more than 15 seconds in the process, a time-out shall be charged to that team.
    *e. Injury. Time-out for injury shall not exceed five minutes and

this time-out shall be charged to the officials. When a legal substitute is available, a substitution must occur, and the game shall proceed immediately.

20. TIMES BETWEEN GAMES. The rest period between games of a match shall be three minutes.
21. DEFAULTED GAME. In the case of a team losing by default on the first game of the match, that team shall be allowed the eight minutes of actual playing time of the game plus the three minutes between games before they must be ready for the subsequent game. If the defaulted game occurs because a team has been reduced to less than six players, the time between games shall be three minutes. A second default for the same team would result in a defaulted match.

Rule 8. Fouls and Penalties

Fouls

1. SERVES THE BALL ILLEGALLY
   - a. Fails to give ball immediate impetus upon contact.
   - b. Causes ball to contact the net.
   - c. Fails to cause some part of the ball to pass over either one of the markers on the net or within the two markers.
   - d. Causes ball to strike an object or land outside the playing court.
   - e. Causes ball to strike an object directly over the court unless local ground rules alter this.
   - f. Fails to be within own serving area.
   - g. Commits a foot fault.
2. PLAYS THE BALL ILLEGALLY
   - a. Fails to return the ball within opponents' court.
   - b. Fails to cause some part of the ball to pass over either one of the markers on the net or within the two markers.
   - c. Hits the ball illegally.
   - d. Plays the ball more than once in succession, except as stated in Rule 7, Sections 11, 12, 14b and c.
   - e. Becomes the fourth player on her team to contact the ball, except as stated under Rule 7, Sections 11 and 14b.
   - f. Commits a body foul.
   - g. Catches or touches the ball, either on or off the court, and calls it out.
   - h. Plays the ball while supported by any player or object.
3. PLAYS ILLEGALLY AT NET
   - a. Holds or pushes the ball against the net.
   - b. Touches the net with any part of the body while the ball is in play. If the ball is driven into the net with such force it causes the net to contact a player on the opposing team, no

foul shall be called, and the ball shall continue to be in play.

- *c. Reaches over the net except under the following conditions:
  - (1) When executing a follow-through.
  - *(2) When blocking a ball which is in the opponents' court but is being returned. (The blocker must not contact the ball until after the opponent who is attempting to return the ball makes contact.)
  - *(3) When attempting to block over the net and failing to contact the ball as a result of deceptive play by the opponents.
- d. Leaves the floor from a position which is not clearly behind the 10-foot line when executing a spike from a back line position.
- e. Reaches under the net.
  - (1) Touches the ball or a player of the opposing team when the ball is in play on the opponents' side of the net.
  - (2) Interferes with the play of the opposing team by entering opponents' court.
- f. Touches the floor on the opposite side of the center line when the ball is in play.
- g. Touches the opponents' court in completing a play, although she does not touch the floor until after the ball has hit the floor.

4. PLAYS IN AN ILLEGAL POSITION
   - a. Fails to be in the correct serving order when the ball is served.
   - b. Blocks or spikes from a position which is not clearly behind the 10-foot line while in a back line position.
   - c. Plays the ball over the net from a position which is not clearly behind the 10-foot line at a height greater than the top of the net while playing a back line position.
5. ENTERS THE GAME ILLEGALLY
   - a. Fails to follow the correct procedure for a substitute entering the game.
   - b. Enters the game a fourth time.
   - c. Re-enters the game after being disqualified.
6. DELAYS THE GAME
   - a. Persistently consumes excess time before serving the ball.
   - b. Consumes excess time in recovering the ball from out-of-bounds.
   - c. Persistently rotates positions slowly.
   - d. Team takes more than two allotted time-out periods for rest.
   - e. Team takes time beyond the limit of 15 seconds to complete a substitution after that team has had two time-outs.

f. Team fails to be ready to play without delay at the beginning of each game.
g. Any act which results in deliberate delay of the game.

Penalties

1. POINT. If any player on the receiving team commits a foul, one point shall be scored for the serving team.
2. SIDE-OUT. If any player of the serving team commits a foul, a side-out shall be called.
3. REPLAY. If fouls are committed by players on opposite teams either simultaneously or on the same play, the ball shall be re-served.

Rule 9. Conduct of Players, Substitutes, Coaches

1. The referee shall have power to warn, declare side-out or point, or to disqualify for the game or match any player who:
   a. Addresses officials persistently in regard to decisions.
   b. Makes derogatory remarks about or to officials.
   c. Commits acts which are derogatory to officials or which tend to influence their decisions.
   d. Makes personal or derogatory remarks about or to opponents.
   e. Intentionally obstructs opponents' view of the server.
   f. Commits any other act which is unsportsmanlike.
2. The referee shall have power to warn or declare side-out or point if any coach, official, substitute, or spectator connected with a team commits any of the following:
   *a. Coaches from outside the court in a disruptive manner.
   *b. As the coach of the team, stands as opposed to being seated at times other than when time-out is taken.
   c. Addresses officials persistently in regard to decisions.
   d. Makes derogatory remarks about or to officials.
   e. Commits acts which are derogatory to officials or which tend to influence their decisions.
   f. Makes personal or derogatory remarks about or to opponents.
   g. Commits any other gross violation of sportsmanship.
3. The coach has the privilege of going on the court during any time-out.

*Rule 10. Ground Rules

If ground rules are established, they should be mutually acceptable to both coaches and should apply throughout a match, event, or tournament, as may be required for consistency throughout the competition.

1. CEILINGS. When ceilings are less than 30 feet high, a ground rule, permitting play of the ball off the ceiling may be made; however players should not be expected to play the ball from ceilings which have irregular surfaces or to play the ball from hanging objects or projections. Ground rules should not require the play of balls which have momentarily come to rest or have a disrupted flight in terms of direction, speed, or force.
2. WALLS OR OTHER OBSTRUCTIONS
   a. When the boundary lines of the court are not at least 6 feet from the wall or other obstructions, ground rules may be established to permit discretionary judgment of the official as to whether there should, or should not, be replays when the ball strikes such objects. In each case, the criterion to be applied by the official is whether the limits of the space out-of-bounds prevented the player from executing the play, in which case a replay would be in order.
   b. When the serving area is less than 6 feet from a wall or other obstruction, the serving area shall extend into and be marked on the court at the necessary distance to allow for the 6-foot minimum depth.
3. ADJACENT COURTS. When there is not at least 6 feet between courts, ground rules which provide for maximum opportunity to play the ball should be established. If play of the ball in an adjacent court would, however, endanger the safety of the player(s), a ground rule permitting play in an adjacent court should not be established. Ground rules should not sanction interference with the play which is in progress in the adjacent court.

SUGGESTED MODIFICATIONS OF OFFICIAL VOLLEYBALL RULES FOR ELEMENTARY OR JUNIOR HIGH PLAYERS

The following modifications of the Official Volleyball Rules are presented by the volleyball committee. The modifications are suggestions for changing the official rules to make the game more enjoyable for younger players. The committee urges all official rules be used except for the modifications suggested here. While modifications are designed to enable young players to enjoy the game, they are not to discourage the development of good skills and strategy.

Rule 1, Section 1.
PLAYING AREA. The court size may be reduced to a minimum of 25 feet by 50 feet.

Rule 1, Section 4.
SERVING AREAS. The distance for the serving line may be reduced to no less than 25 feet depending on the size and strength of the players.

Rule 2.
NET. The net may be reduced to no less than six feet, depending on the height of the players.

Suggestions for officiating: In general, all rules apply except that some laxity may be allowed in calling illegal hits. In cases where the ball has been hit illegally, calls should be more lenient, provided a team does not gain a scoring advantage by using the illegal hit.

METHOD OF SCORING VOLLEYBALL

Players' Names and Numbers. The names and numbers of players and substitutes shall be entered in the space provided on the scoresheet for the first game.

Serving Order. Only the numbers of the six starting players are to be listed. Numbers should be recorded small enough to allow for substitutions also to be indicated as they occur.

First serve. Place a check mark (√) on the side of the scoresheet that represents the team that is to serve first.

Scoring. When a player serves, draw a circle in the far left uppermost corner of the space in the scoring column adjacent to her number in the serving order column. (The circle should be large enough to provide ample space to record numbers and letters as indicated in the key.) If a point is earned, place a one ① inside the circle and strike through the number one ~~(1)~~ in the running score column closest to the team that is serving. When that team scores its second point, record a two ② in the circle drawn at the time of the serve. Place an X inside the circle ⊗ when a player loses her serve. An R in the circle Ⓡ indicates the serve is to be repeated. When an official recognizes a request for substitution, record an S in the scoring column for the player who is serving. Indicate which player is entering by writing her playing number, a slash mark (/) and the number of the player she is replacing. Also record this information in the serving order column by crossing out the number of the player being replaced and entering the number of the player who is substituting. When it is necessary that substitution be made under the special provision stated in Rule 4, Section 4f, cross out the number of the injured player's name, indicating that she may not re-enter the match, and write the abbreviation (Inj.) above her number. A team time-out is indicated by placing a T in the scoring column and crossing through the appropriate number in the space provided for recording team time-outs. If the request for time-out or substitution is made by the serving team's opponent, record an X immediately following the T or S. A point or side-out that is awarded for a situation not involving a serve is recorded inside a square rather than a circle.

Blanks. At the end of the match, the scorer shall see that the referee, umpire, timer and scorer each sign the scorebook and that all other blanks are completed.

FIRST GAME

TEAM Blue TEAM Gold

Serving Order	Scoring	First Serve ✓		Serving Order	Scoring
1. 8	①②ⓍⓍ⑭Ⓧ	~~1~~ ~~2~~ ~~3~~	~~1~~ ~~2~~ ~~3~~	1. ~~7~~ ~~15~~ 5	①②ⓍⓍS 5/15 ⑫⑬Ⓧ
2. 3	Ⓧ⑨⑩ TX [11] SX 15/5 Ⓧ Ⓧ	~~4~~ ~~5~~ ~~6~~	~~4~~ ~~5~~ ~~6~~	2. 9	③④⑤ TX Ⓧ⑦⑧ⓍⓍ
3. 4	③ⓍⓍⓍ	~~7~~ ~~8~~ ~~9~~	~~7~~ ~~8~~ ~~9~~	3. ~~4~~ 12	Ⓧ⑨⑩ TX ⓍⓍ
4. 11	④⑤ SX 12/6 ⓍⓍ TX ⑮	~~10~~ ~~11~~ ~~12~~	~~10~~ ~~11~~ ~~12~~	4. 3	Ⓧ⑪Ⓧ
5. ~~15~~ 12	Ⓧ S 12/15 ⑪Ⓧ	~~13~~ ~~14~~ ~~15~~	~~13~~ 14 15	5. 7	⑥ⓍⓍ
6. 6	⑥⑦⑧Ⓧ⑫⑬Ⓧ	16 17 18	16 17 18	6. 11	ⓍⓍ

Players' Names and Nos.	(~~1~~) (2) Time-Outs (~~1~~) (2)	Players' Names and Nos.
Pat Salutator 8	**KEY**	Mary Sovell 5
Oletha Sunn 3	○ Serve — S -Substitution	Donna Bonnell 9
Glenda Bindler 4	①②③, etc. Points — T - Time-Out	Carol Wing 6
Darci Johnson 11	Ⓧ - Side-Out — X -For Opponent	Gail Pickett 3
Jenny Dillon 15	Ⓡ - Replay — ☐-Point, no serve	Dee Theiss 7

Pat Schuh 6

Tina Hague 2

Teresa Conaser 12

Sandy Sink 11

Linda Gibson 8

Barbara Wilson 12

Sou Settle 15

Dana Dodson 1

Colleen Collier 16

Referee Nancy Davis Umpire Pat Miller

OFFICIAL RULES FOR CORECREATION VOLLEYBALL

In playing corecreation volleyball, NAGWS rules should be followed with the following exceptions:

Rule 2. Net height:
For high schools, the official net height is 7 feet 4¼ inches.
For junior high schools and younger players, the official net height is seven feet.
For college and adult players, the official net height is eight feet.

Rule 4. The team shall consist of three girls and three boys who shall be placed in alternate positions on the floor.

Rule 7. When a ball is played by more than one player on a team, both a boy and girl must play it.

INTERPRETATIONS

Inquiries on interpretations of rules must be addressed in writing to the volleyball committee member in charge of interpretations, JoAnne Thorpe, Southern Illinois Univ., Carbondale, Illinois 62901.

In writing, please include the number of the rule and the section to which your inquiry refers. In no case will interpretations be made by telephone.

The committee welcomes your comments and suggestions for changes and clarification of the rules. Send these to the rules chairman for 1975-77, Nancy Chapman, Health, Physical Education, and Recreation Dept., 212 McCormick Hall, Illinois State University, Normal, Illinois 61761.

RULES INTERPRETATIONS
QUESTIONS AND ANSWERS

1. If there is 12 feet of space behind the endline, may a girl stand 10 feet behind the endline to serve the ball? (RULE 1, SEC. 4) Yes. The serving area is bounded on the right and left, and by the endline in front of the player, but no maximum depth is designated.

2. A match is being played in a gymnasium where the ceiling is 28 feet high. There are also some metal supports that protrude from the ceiling into the space above the court at a height of 24 feet. Is it possible for the ball to be playable after it rebounds from either the ceiling or the protruding supports? (RULE 1, RULE 10, SEC. 1)

   Yes, however, Rule 10 recommends that players should not be expected to play the ball from irregular surfaces. If the ceiling of this approximate height has a regular surface, ground rules may be established to allow for play from the ceiling but not from the hanging projections. Ball rebounding from such overhanging projections should require a replay.

3. The gynmasium ceiling is 24 feet high and has no irregularity to its surface. Is it legal to establish ground rules to allow a ball to remain in play if it contacts the ceiling over the court? (RULE 1; RULE 10, SEC. 1)
   Yes, provided all conditions listed under Rule 10 are met. However, it is undesirable that any match be played in a facility where the ceiling is so unusually low.

4. The gymnasium wall borders one side of the volleyball court, four feet from its edge. A hard driven spike rebounds from the arms of a player on Team A and forcefully bounces against the bordering wall. Must the official rule a replay? (RULE 1; RULE 10, SEC. 2a)
   No. Conditions are such that at the official's discretion she may rule that the ball would not have remained in play had the wall not been within six feet of the playing court and that the ball would have been dead even under the conditions of official boundaries.

5. Is it legal for a back line player to return the ball from a height above the net and from a position outside the playing court and from in front of the imaginary extension of the 10-foot line? (RULE 1, SEC. 5; RULE 8, FOULS, SEC. 3d)
   No.

6. Must a team default an entire match for failure to be identified by numbers on their playing uniforms? (RULE 4, SEC. 2; RULE 5, SEC. 5; RULE 7, SEC. 21)
   No. They have the eight minutes of actual playing time, plus the three minutes between games to get numbers and be ready to play the next game.

7. May the CF be overlapping the RB when the ball is served? (RULE 4, SEC. 3b)
   Yes. The CF must not be overlapping her respective back line player, in this case the CB, or the other players in her own line, the LF and RF.

8. Is it legal for the RB to put her hands on the waist of the RF while waiting for the serve? (RULE 4, SEC. 3b)
   Yes. The feet are the criteria by which illegal positioning is judged and if the feet of the back line player are clearly behind the feet of the forward line player, the position of the hands, head or other parts of the body have no bearing on overlapping.

9. Team A is serving. A player on Team B is out of position at the moment of contact with the serve. The served ball goes into the net. What is the official's decision? (RULE 4, SEC. 3b)
   Point for Team A.

10. A team has only one girl who is an outstanding passer. Can she be used consistently as a setter regardless of whether or not she is in the front or back line? (RULE 4, SEC. 3c; RULE 8, SEC. 4b and c)
    Yes. Immediately after contact of the serve she may move from her respective position to set; however, she may not block or spike from in front of the spiking line when she moves from the back to the forward line.

11. May a substitute whose name is not entered in the official scorebook be permitted to enter the game? (RULE 4, SEC. 4; RULE 6, SEC. 2c (3))
    Yes, provided the official procedures for substitution are followed. A point or side-out shall be awarded to the opponents.

12. May a player whose name is not recorded in the scorebook enter the game as a substitute? (RULE 4, SEC. 4b and g; RULE 6, SEC. 2c (3))
    Yes, provided the official awards either a point or side-out to the opposing team. Before the game may proceed, the player's name must be entered into the scorebook and procedures for substitution must be followed.

13. When is a player considered officially entered in the game? (RULE 4, SEC. 4b; RULE 6, SEC. 2c (3))
When her number appears in the scorebook under one of the six playing positions, and at the beginning of the game, when the referee instructs players to take their positions on the court.

14. A player is disqualified from the game for unsportsmanlike conduct. Who is considered a legal player that may replace her? (RULE 4, SEC. 4d and e)
Any player whose name was on the list of players and substitutes at the beginning of the game and who has not already entered the game or been previously substituted for any other player.

15. A back row player moves in front of the 10-foot line, stands with both feet on the floor, and hits the ball forcibly with a spiking arm action. Is this legal? (RULE 5, SEC. 21; RULE 8, Fouls, SEC. 4c)
Yes, provided the ball is not hit from above the height of the net.

16. If a coach turns in the serving order incorrectly to the scorer and the game begins before the error is discovered, can the coach then correct her error? (RULE 6, SEC. 2c(3), (5) and (6))
The serving order received from the coach before the game begins will be the official order. In the case where the error is not discovered until after the game starts, players must correct their positions to correspond with the order listed on the scoresheet and must be penalized under Rule 8, Fouls, Sec. 4a or Rule 7, Sec. 8.

17. Player A serves and the ball hits an overhead obstruction above the 30-foot ceiling height. Does the timekeeper stop the watch upon contact with the obstruction or upon the official's signal for point or side-out? (RULE 6, SEC. 2d (3); RULE 8, Fouls, 1e)
The watch is stopped immediately upon ball contact with the obstruction because this constitutes a dead ball.

18. After the ball has been in play for several volleys, it lands near a boundary line. The linesman signals "in" and the umpire signals "out." How is this difference in calls resolved? (RULE 6. SEC. 3a)
The referee has the final decision as to which call is correct or she may declare a replay.

19. During Player 6's serve, it is discovered that Player 3 has not served. What is the correct procedure? (RULE 7, SEC. 8a and c)
Player 6 is serving out of turn. All points made by her are

cancelled. Points made by Players 4 and 5 stand, side-out is declared, and the team corrects its serving order; Player 5 becomes the right back player. When the team regains the serve, the team rotates and Player 6 serves.

20. Player 4 of the Red team finishes her term of service and the Green team serves. During the Green player's term of service it is discovered that Player 3 of the Red team did not serve. What is the correct procedure? (RULE 7, SEC. 8c)

    On the first dead ball, the Red team corrects its serving order with Player 3 assuming the right back position and Player 4 assuming the right forward position. When the team regains the ball for service, Player 4 will serve. There is no loss of points for the Red team. The Green team is awarded a point and game continues with the Green team serving.

21. Must the serve be received with a bounce pass? (RULE 7, SEC. 9)

    No. The ball must be given immediate impetus at contact but the rule does not specify which skill should be used. The bounce pass is an effective method of counteracting a hard served ball and will result in legal contact more often than when an overhand pass is used.

22. The Green team serves. In returning the serve, the Red team makes the following plays: Players 1 and 2 hit the ball simultaneously but with one contact; Players 3 and 4 hit the ball simultaneously with but one contact and send it over the net. What is the official's decision? (RULE 7, SEC. 11)

    Legal play. The Red team has played the ball only twice.

23. A player on the Blue team blocks a spike which goes straight into the air over her own court. No other player is close so she sets it to her teammate. Is this legal? (RULE 7, SEC. 14c)

    Yes. This is a legal play and is considered the team's second hit.

24. If a team uses more than a minute for time-out for rest, how shall they be penalized? (RULE 7, SEC. 19c; RULE 8, Fouls, SEC. 6d)

    If the team has only used one of its allotted time-outs, a second time-out must be declared; if a team has used both time-outs, the time is allowed and point or side-out is declared.

25. What happens when two players from opposing teams contact the ball simultaneously over the top of the net and allow the ball to rest momentarily between their hands? (RULE 8, Fouls, SEC. 2c; DOUBLE FOUL)

    Double foul occurs and the play is repeated.

26. A player receives the serve by letting the ball rebound off of closed fists. Is this a double hit? (RULE 8, Fouls, SEC. 2d)
If both fists contact the ball simultaneously it is not a double hit.

27. A player on team A sends the ball over the net but out-of-bounds on the third hit. The opposing blocker contacts the net before the ball lands out-of-bounds. What is the officials' decision? (RULE 8, Fouls, SEC. 2a and 3b)
Replay. Each player has committed a fault on the same play at the net. The fact that the fault occurred before the ball landed has no bearing on the officials' decision.

28. A spiker hits the ball. A blocker goes up, but in so doing hits the net. The blocker does not contact the ball and the ball lands out-of-bounds. What should the official call? (RULE 8, Fouls, SEC. 2a and 3b)
Replay, without regard for the side of the net on which the ball lands.

29. A player on the serving team jumps to execute a spike. She touches the net as she jumps. The blockers block the ball which goes out-of-bounds off of their hands and is not played again. What should the official call? (RULE 8, Fouls, SEC. 3b)
Side-out. The spiker did not legally execute the spike, therefore the blockers were not obligated to play the ball.

30. A spiker on the serving team jumps up to hit the ball and touches the net. In an attempt to block the ball, the blocker also touches the net and the ball lands out-of-bounds. What is the official's decision? (RULE 8, Fouls, Sec. 3b)
Replay.

31. Is it a double foul when a spiker hits the ball to the floor of the opponent's court and then touches the net? (RULE 8, Fouls, SEC. 3b)
No, because the spike was not executed legally. Therefore, the opponents were not obligated to return the ball.

32. The Red team is serving. During a rally a player on that team spikes the ball into the net on the third hit. A player on the Green team who was up for the block comes down over the center line. What is the officials' decision?(RULE 8, Fouls, SEC. 2b)
Side-out. The spiker has failed to return the ball across the net.

33. After the third hit, the ball is moving toward the net but is obviously falling short of the net. Being drawn into the play, the blockers have gone up and in reaching over the net, contact the

ball on its downward flight just after it has passed the top of the net tape. Should the official allow play to continue? (RULE 8, Fouls, 3c (2))
Yes, as the team attempting to return the ball has three more contacts to play the ball over.

34. During a play at the net, a spiker hit the ball which is blocked by an opponent. In landing, the blocker lands over the center line, and the ball lands inbounds in the spiker's court. What is the official's decision? (RULE 8, SEC. 3f and g)
Point or side-out for the spiker's team because the blocker did not execute the play legally. The spiker's team would therefore have no obligation to play the ball.

35. A player on the Blue team playing the CB position jumps into the air and hits the ball at a downward angle. As she lands, her right foot is in front of the 10-foot line. The ball goes across the net and lands on the opponent's court. Is this legal? (RULE 8, Fouls, SEC. 4c)
Yes, if the takeoff on the jump was from behind the 10-foot line.

36. Is repeatedly bouncing the ball prior to service illegal? (RULE 8, Fouls, SEC. 6a)
Yes. If a player persists in bouncing the ball and if the official decides that this action is delaying the game, side-out must be declared. However, the official may choose to warn a player if, in her judgment, bouncing the ball is not a deliberate attempt to delay the game.

37. When the ground rule on low ceilings is that the ball shall be replayed if it contacts the ceiling, can anything be done to prevent a team from deliberately sending the ball to the ceiling in an effort to cause a replay? (RULE 8, Fouls, SEC. 6g; RULE 9, SEC. 1f; RULE 10, SEC. 1)
The official has the power to call point or side-out for any cause which in her opinion results in deliberate delay of the game or unsportsmanlike tactics.

38. If there is not six feet of clearance behind the court on one end but more than six feet on the other, should the serving area be marked in the court the same distance on both sides? (RULE 10, SEC. 2b)
No. The serving area shall be marked into the court only on the side that has less than six feet of clearance to the wall.

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